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Technical Report 814

The Career Decision Survey: Modeling the Army Enlistment Decision

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Westat, Inc.

Manpower and Personnel Policy Research Group
Manpower and Personnel Research Laboratory

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This technical report documents results from the Career Decision Survey. This survey was developed as a theory-based instrument designed to validate an application of Fishbein and Ajzen's (1975) psychological theory of reasoned action. As applied to career choice, this theory hypothesizes a direct relationship between the beliefs youths have regarding a particular career choice and their attitude toward the career. This attitude, in turn, directly influences intention to pursue the career. In addition, the theory states that career intentions are strongly influenced by the opinions of significant social influencers (e.g., parents). Findings validate and support the adoption of this theory as a useful perspective for analyzing Army enlistment intentions.

Using individual respondent beliefs and perceptions alone, this model explained between 46% and 61% of the observed variance in career choice intentions. That is,

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using a relatively small number of questions that asked youths about their beliefs and opinions and those of persons important to them, the models were able to very accurately predict career intentions.

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FOREWORD

This report documents work completed during the second phase of a project undertaken by the Army Research Institute (ARI) in support of the Office of the Deputy Chief of Staff for Personnel (ODCSPER) and U.S. Army Recruiting Command (USAREC). ARI was commissioned by ODCSPER in 1982 to identify the motives underlying the enlistment decision. ARI's initial efforts were concentrated on enlistment motives of new recruits--the New Recruit Surveys (NRS) that have now been institutionalized by USAREC. Concurrent with the advanced development of the NRS, ARI has been working on exploratory development of new quantitative instruments for measuring the factors involved in the career decision process of prospective recruits.

In the first phase of the project, new instruments were developed and pilot tested. The second phase involved a nationwide data collection to validate the new instruments. Results of the nationwide data collection were briefed to the Chief of Accession Policy (ODCSPER) and to the Program Analysis and Evaluation and the Advertising and Sales Promotion Directorates of USAREC in October 1988. Findings will be used by USAREC and ODCSPER to improve target marketing and assist recruiting efforts.

EDGAR M. JOHNSON
Technical Director

ACKNOWLEDGMENTS

The Career Decision Survey required the collaborative participation of many individuals and institutions. Dr. Rebecca Pliske provided the initial idea and structure for this project and guided its initial phases. Dr. Len Adelman translated decision-making theories into the enlistment decision context, and Dr. Mary Kralj provided necessary supervision during the exploratory stage of this research.

Extensive conceptual and operational support was extended by the U.S. Army Recruiting Command personnel in refining sample frame definition and assembly issues. CPT (P) Douglass McLiverty provided the necessary direct support in assembling the sampling frame. Dr. Michael Benedict also helped in obtaining the sample frame.

Acknowledgment is also made of the recruiters who took the time to provide precisely defined portions of their Lead Refinement Lists and survey respondents. Finally, the assistance of the Phase II technical monitor, Dr. Timothy W. Elig, provided significant directions regarding both the course of analyses pursued and the content of this report.

MICHAEL J. WILSON
M. SHELLEY PERRY

THE CAREER DECISION SURVEY: MODELING THE ARMY ENLISTMENT DECISION

EXECUTIVE SUMMARY

Requirement:

To develop new quantitative instruments and models for determining the social and psychological factors influencing young adults' enlistment decisions.

Procedure:

Data on new quantitative measures of career behaviors and decisions were collected from a sample of young Americans. These data were collected and analyzed to validate models of the enlistment decision process, not to provide information on a representative sample of American youth.

The Career Decision Survey was mailed to 6,011 young men and women. The sampling frame was constructed from two sources. The first source consisted of a systematic sample of names contained on Lead Refinement Lists maintained by Army recruiting stations across the United States. The second source was a sample frame of a nationally administered commercial telephone survey of households.

Sample members were sent prenotification letters explaining the purpose of the study, followed by three waves of questionnaires mailed to sample members' homes. A reminder postcard was sent between the first and second questionnaire waves. Each survey mailing wave was staggered by approximately 1 month.

Completed surveys were received from 1,046 respondents. This relatively low response rate of 19.7% and the nature of the primary sampling frames imply that descriptive findings should not be projected to the national population of 17- to 20-year-olds. However, the sample is sufficient for modeling, the objective of the effort.

Data were analyzed in three stages. First, data quality was assessed. Second, descriptive summaries of respondent characteristics and survey responses were generated. Finally, the decision modeling of career options was performed.

Findings:

The Career Decision Survey effort successfully obtained data for validation of an enlistment decision model. Analysis revealed that respondents' career intentions and career search behaviors actively considered Army enlistment.

This psychological model of career intentions was tested using confirmatory regression analysis and was found to explain between 46% and 61% of variance in respondent career intentions. That is, using a relatively small number of questions that asked youths about their beliefs and opinions and those of persons important to them, the models were able to accurately predict career intentions.

Utilization of Findings:

The decision model developed in this report has implications for messages conveyed by Army advertising and recruiters. For example, in the formation of attitudes toward Army enlistment, beliefs regarding future job security and career advancement, along with those concerning salary and satisfaction with working conditions, play a central role. Youth are obviously future-oriented and concerned with the conditions of service. As a result, changes in attitudes toward Army enlistment would best be accomplished by stressing future dividends and the benefits of Army life rather than patriotic themes.

The results also suggest that advertising targeted to influencers might prove very effective. Influencers, in fact, were at least as strong a factor in determining career intentions as personal attitudes and, in several cases, a stronger determinant. Consequently, advertising directed toward changing negative or reinforcing positive opinions of influencers may well yield results equal to or greater than advertising aimed at potential prospects.

THE CAREER DECISION SURVEY: MODELING THE ARMY ENLISTMENT DECISION

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THE CAREER DECISION SURVEY: MODELING THE ARMY ENLISTMENT DECISION

INTRODUCTION

Each year the Army must recruit large numbers of young people in order to fulfill its manpower requirements. To attract the most qualified applicants, the Army offers a variety of incentives including starting salaries competitive with the private sector of the economy, cash enlistment bonuses, and assistance in financing recruits' post-service education. The Army's personnel planners allocating the monies for these recruiting incentives rely primarily on economic models of military accessions. Recent research (Gilroy, 1986; Hosek & Peterson, 1986; Pliske, Elig, & Johnson, 1986) has shown that in addition to the pecuniary variables typically included in economic models, psychological and sociological factors play a significant role in the enlistment decision of young people.

Enlistment Decision Project

The Career Decision Survey is part of an effort to evaluate the role of these factors in the enlistment decision processes of young Americans. The primary objectives of this project, Modeling the Individual Enlistment Decision, are:

(1) To develop and validate a model (or models) of the individual enlistment decision process which identifies those factors influencing the decision (including economic, psychological, and sociological, as appropriate); and

(2) To quantify the factors influence on the decision-making process.

If warranted by the validation of the model(s) through a national survey effort, the measurement instruments could then be used to develop decision aids for recruiters working with individuals considering Army enlistment. Validated measurement instruments and enlistment decision models should also prove useful in future research on how to improve Army recruitment policies in areas such as advertising and incentive management.

Three tasks were accomplished during Phase I of this project:

(1) A literature review was conducted on decision models relevant to the individual enlistment decision process (Zirk, McTeigue, Wilson, Adelman, & Pliske, 1987);

(2) Empirical data were collected to assess the predecisional processes involved in the enlistment decision (McTeigue, Kralj, Adelman, Zirk, & Wilson, 1987); and

(3) A quantitative measurement instrument was designed for use in the assessment of the individual enlistment decision process (Kralj, Adelman, Wilson, McTeigue, & Zirk, 1987).

Literature covering rational decision approaches as well as affective, social, and cognitive approaches were reviewed. In addition, career decision-making and consumer decision-making research were reviewed to assess their potential relevance for modeling the individual decision process. Based on this review (Zirk et al., 1987), we adopted Fishbein and Ajzen's theory of reasoned action (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 1980) as the theoretical framework for modeling the individual enlistment decision-making process.

Focus groups were conducted to collect data on the predecisional processes involved in the enlistment decision. This was done to identify critical factors influencing an individual's enlistment decision. To this end, focus groups were conducted in five major metropolitan areas with young people 17 to 20 years of age. Focus group sessions were video and audiotaped and later transcribed and analyzed to identify the critical factors influencing career decision-making of the participants. Results indicated that these young people did indeed consider both monetary and non-monetary factors in reaching decisions about their careers. The results of the focus groups are described by McTeigue et al. (1987).

The design and development of the survey questionnaire based upon these findings were reported by Kralj et al. (1987). Also see Pliske and Adelman (1983) for a discussion of related developmental efforts. Prior to completion of a draft instrument, pretests were conducted to assess the adequacy of the instrument's component parts. Pilot instruments were developed and pretested on three occasions using volunteers between the ages of 17 and 20.

Phase II of the Enlistment Decision Project involved the collection and analysis of survey data. The Career Decision Survey Technical Manual (Wilson & Perry, 1988) provides technical documentation for the 1987 Career Decision Survey and for Phase II of the Enlistment Decision Project.

In the remainder of this introduction we describe the theoretical model upon which the survey was developed. The second section of this report is a brief summary of the survey methods and data. We then report the results of our analyses of the survey data and discuss their implications for modeling the Army enlistment decision.

Modeling the Army Enlistment Decision

Since the introduction of the All-Volunteer Force (AVF) in 1973, the military enlistment decisions of American youth have become the object of increasing interest to military manpower planners and recruiting commands. With military recruitment competing for personnel alongside civilian educational and employment options, the military has commissioned numerous studies of the motivations leading to and factors influencing the military enlistment decision.

Following the perspective adopted and recommendations made by the Gates Commission, the military services have primarily offered pecuniary enlistment incentives such as pay comparable to civilian wages, cash enlistment bonuses, and money for education. In support of these efforts, a large body of research has emerged studying the effects of manpower supply and demand factors upon aggregate enlistments. This research has largely focused on the effects of unemployment, military/civilian pay ratios, pecuniary enlistment incentives, and recruiting resources on aggregate enlistments (see, for example, Cooper, 1977; Dale & Gilroy, 1984; and Daula & Smith, 1986).

Even as the Gates Commission released its initial findings, though, a number of military personnel and manpower researchers raised objections to what they viewed as an overly economic emphasis in evaluating the prospects of the AVF. A purely economic analysis, it was contended, failed to take into account unique features of military institutions and service that remove them, in certain respects, from strict competition with the civilian labor market (Burk & Faris, 1982; Faris, 1984; Gade & Elig, 1986; and Horne & Weltin, 1986).

The Career Decision Survey was designed to model the career decision processes of individuals. Prior research has demonstrated associations between economic factors, such as unemployment, and enlistment rates and sociological factors, such as patriotism, and enlistment motivations. These research studies have not, however, formulated models of the individual enlistment decision process.

In order to facilitate the development of a model of the individual enlistment decision process, an extensive literature review was conducted. Literature covering rational decision approaches as well as affective, social, and cognitive approaches were reviewed. In addition, career decision-making and consumer decision-making research were reviewed to assess their potential relevance for modeling the individual enlistment decision process. Based on this review (Zirk et al., 1987), Fishbein and Ajzen's theory of reasoned action (Fishbein & Ajzen, 1975) was adopted as the theoretical framework for this project.

The theory of reasoned action (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 1980) is a decision model which posits specific interrelationships among beliefs, attitudes, social influences, and behaviors. The model is based on the assumption that individuals make systematic use of information available to them and consider the implications of their actions prior to deciding upon a career.

This model specifies the following relationships among its components:

(1) Behavior is a function of behavioral intention;

(2) Behavioral intention is a weighted, additive function of an individual's attitude toward a particular behavior and social influences;

(3) Attitude is a multilinear function of individual beliefs regarding the outcomes expected from a behavior and evaluations regarding the desirability of those outcomes; and

(4) Social influences are a multilinear function of an individual's social norms and their motivations to comply with those norms.

Symbolically, the theory can be expressed in the following series of equations:

$$B = BI \qquad (1)$$

$$BI = w_1A + w_2SI \qquad (2)$$

$$A = \Sigma(b_i*e_i) \qquad (3)$$

$$SI = \Sigma(sn_i*mc_i) \qquad (4)$$

Where B is behavior, BI is behavioral intention, A is attitude, SI is social influences, and b and e are beliefs and evaluations, sn and mc are social norms and motivations to comply, and w_1 and w_2 are the relative weights associated with the normative and attitudinal components.

Figure 1 provides a diagrammatic representation of the theory of reasoned action. In this figure, behavioral beliefs and evaluations combine to form an individual's attitude toward a behavior. In the Career Decision Survey application of this theory, beliefs and evaluations regarding career choices influence attitudes toward careers and, in a like manner, social norms and motivations to comply effect social influences. Social influences and attitudes then combine to determine an individual's intention to choose one or another career option. The questionnaire items used for the measurement of each of these theoretical constructs are discussed below.

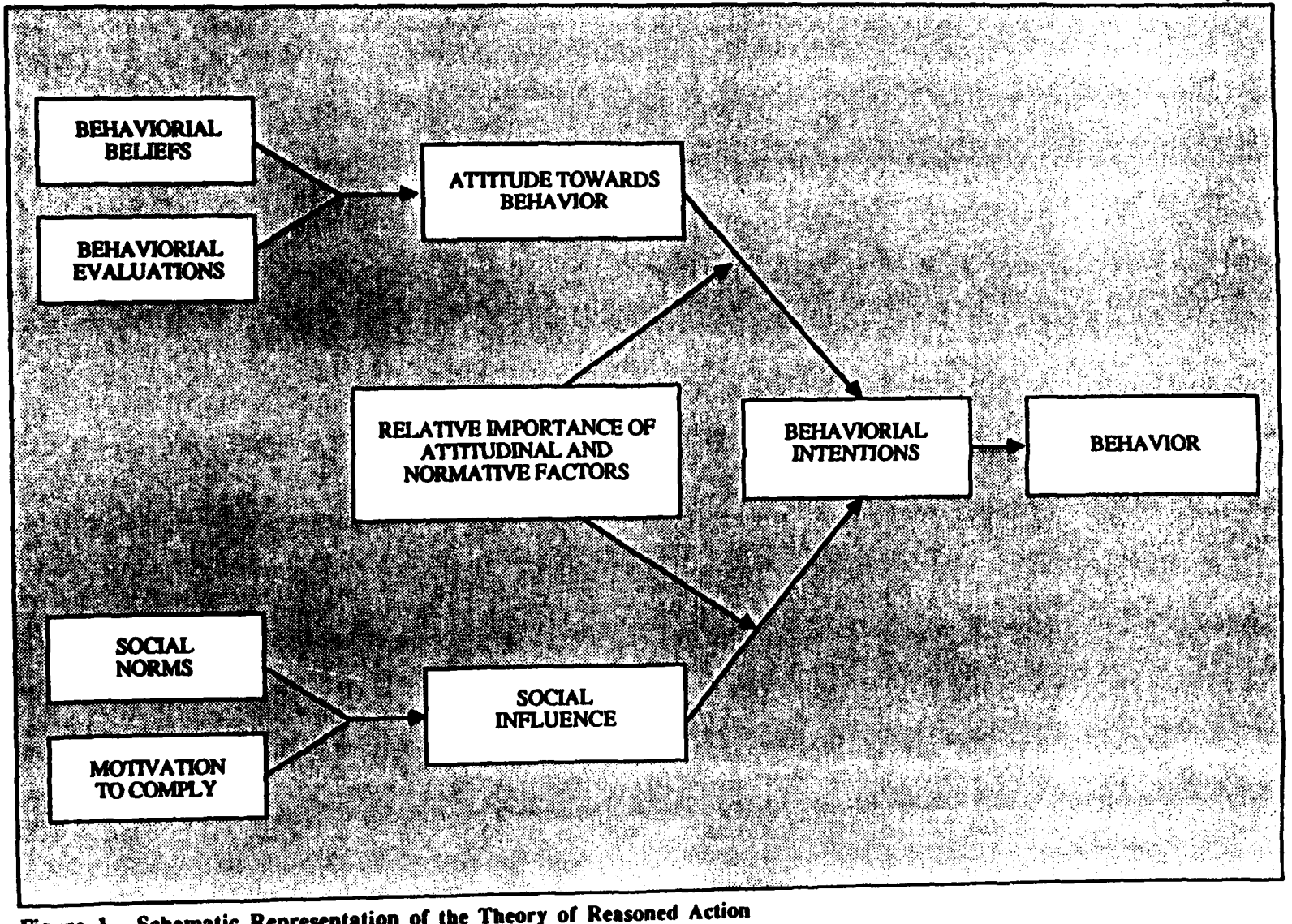


Figure 1. Schematic Representation of the Theory of Reasoned Action

METHODS

Sample Frames and Sample Selection

To fulfill overall project requirements for decision model validation, the Career Decision project employed dual sampling frames. The primary sample frame consisted of "prospects," defined as youth who have either actively sought information regarding Army enlistment or are targeted for contact by Army recruiters. It was felt that this group would display a relatively greater propensity to enlist than the general population. The secondary sample frame consisted of all youths 17 to 20 years of age in the contiguous United States. Samples were drawn from each of these two frames.

Lead Refinement List (LRL) Sample Selection

The youths composing the subsample of prospective enlistees were individuals whose names resided on the Army Lead Refinement Lists. LRLs are lists of prospects kept by recruiters. The LRLs contain referrals generated by the Rapid Electronic Advertising Coupon Transmission (REACT) system, lists of high school and college students, walk-ins, and respondents to local classified advertising. Each LRL record contained the name, address, and telephone number of a prospect. In addition, LRLs record initial recruiting contact and subsequent follow-ups with the prospects. It should be noted that LRLs are maintained primarily for telephone, not mail, contacts.

The sample of prospective Army recruits was operationally defined as high school seniors included on recruiters' LRLs for the school years 1985-1986, 1986-1987, and 1987-1988. A three-stage procedure was implemented for sample selection. First, a sample of recruiting stations was drawn. One hundred from among the two thousand fifty-eight recruiting stations nationally were randomly selected. This sample of stations was checked and found to be proportional on geographic stratification by Army Recruiting Brigades. Each selected station was tasked with providing copies of randomly selected pages from their LRLs. In the last stage of sample selection, individuals were randomly selected from the LRLs provided by recruiting stations. This selection procedure yielded a sample of 4,614 youth.

Selection of the Secondary Sample

The secondary sample for the Career Decision Survey was a national probability sample of 17- to 20-year-old youth. This sample was selected through the attachment of a "rider" to an

Table 1

Sample Sizes for the LRL and Secondary Sample Frames

Sample	Brigade	Sample Size
Lead Refinement List		4,614
	Northeast	723
	Southeast	1,069
	Southwest	873
	Midwest	1,213
	West	730
	Unknown	6
Secondary		1,397
TOTAL		6,011

ongoing commercial study. The purpose of the survey rider was to expand the commercial instrument's screening questions regarding the ages of young adults in the household. When a household was identified as having one or more 17- to 20-year-old member, interviewers briefly introduced the purpose of the Career Decision Survey and requested the name and mailing address of the eligible household member(s). Only members who currently resided in the household were accepted for the sample (17- to 20-year-old youths living independently or in college dormitories were excluded). A sample of 1,379 youths was assembled in this manner, Table 1 provides basic information regarding the samples drawn. The Career Decision Survey Technical Manual (Wilson & Perry, 1988) provides additional details regarding sample selection procedures.

Sample Respondents

Table 2 provides sample respondent counts and percentage for various sample subgroups. Gender and ethnic subgroup marginals basically reproduce national statistics for 17- to 20-year-olds. Males very slightly outnumber females in this age group and the proportionate representation of whites, blacks, and Hispanics observed in the sample approximate national statistics.

Table 2

Survey Sample Subgroup Counts and Percentages

Sample Subgroup	Count	Percentage
Age		
17	135	14.0
18	324	33.5
19	354	36.5
20	155	16.0
Gender		
Male	530	51.3
Female	503	48.7
Ethnicity		
White (non-Hispanic)	796	81.3
Black (non-Hispanic)	116	11.8
Hispanic	68	6.9

Note. Subgroup counts may not sum to sample total (1,046) due to missing values.

Nationally, there are nearly equal numbers of 17-, 18-, 19-, and 20-year-olds. For the secondary, nationally-projectable sample the low end of the age distribution is noticeably smaller than might be expected. This lack of 17-year-olds is attributed to the aging of the sample. Due to delays in obtaining Army clearance, the project experienced a ten month lag between the initial selection of the samples and survey mailout. A large proportion of 17-year-olds became 18 in the interim. The trimming at both the high and low ends of the LRL sample is to be expected since this sample was defined by three high school cohorts, not by age range. It is to be expected that most members of the class of 1988 would be 17 or 18, the class of 1987 would be 18 or 19, and the class of 1986 would be 19 or 20. Therefore, we would expect twice as many 18- and 19-year-olds as we would expect 17- and 20-year-olds in the LRL sample. The additional slight skewing to older respondents (53% are 19- to 20-year-olds) is reasonable given the period of survey administration, more than half way through the school year. A final factor contributing to the observed LRL sample distribution concerns LRL maintenance. Even though Army recruiters may need to track recent graduates, recruiters do not have the capability to trace this highly mobile population, particularly if parents act as gate keepers (see Nieva & Elig, 1988).

Less than 4% of respondents failed to complete high school. This percentage does not reflect the national population but does reflect factors related to the construction of the LRLs. Individuals without regular high school diplomas and who are not attending high school or college are removed from LRLs for active prospecting by Army recruiters. However, the percentage of high school non-completers is also low among respondents from the secondary sample which was not restricted like the LRL sample.

School enrollment and employment status are presented in Figure 2. This figure divides respondents into those currently (i.e., at the time of survey administration) enrolled in school and those not in attendance, and then identifies employed and unemployed respondents in each subgroup. Over three-quarters of respondents are currently enrolled in school and approximately one-half of these individuals are employed either full- or part-time. For individuals not enrolled, a far greater percentage are employed. In addition, nonenrolled respondents are more likely to be employed full-time than current students.

Though these general patterns of enrollment and employment are reasonable, the percentages reported in Figure 2 do not correspond to national statistics for 17- to 20-year-olds. Sample respondents are more likely to be attending school and working than is the national norm. The implications of this distribution of respondents is discussed below and in more detail by Wilson and Perry, 1988.

Procedures

Career Decision Survey administration took place between December 1987 and March 1988. The multiwave mailings accomplished during survey administration followed the sequence:

(1) Prenotification letter;

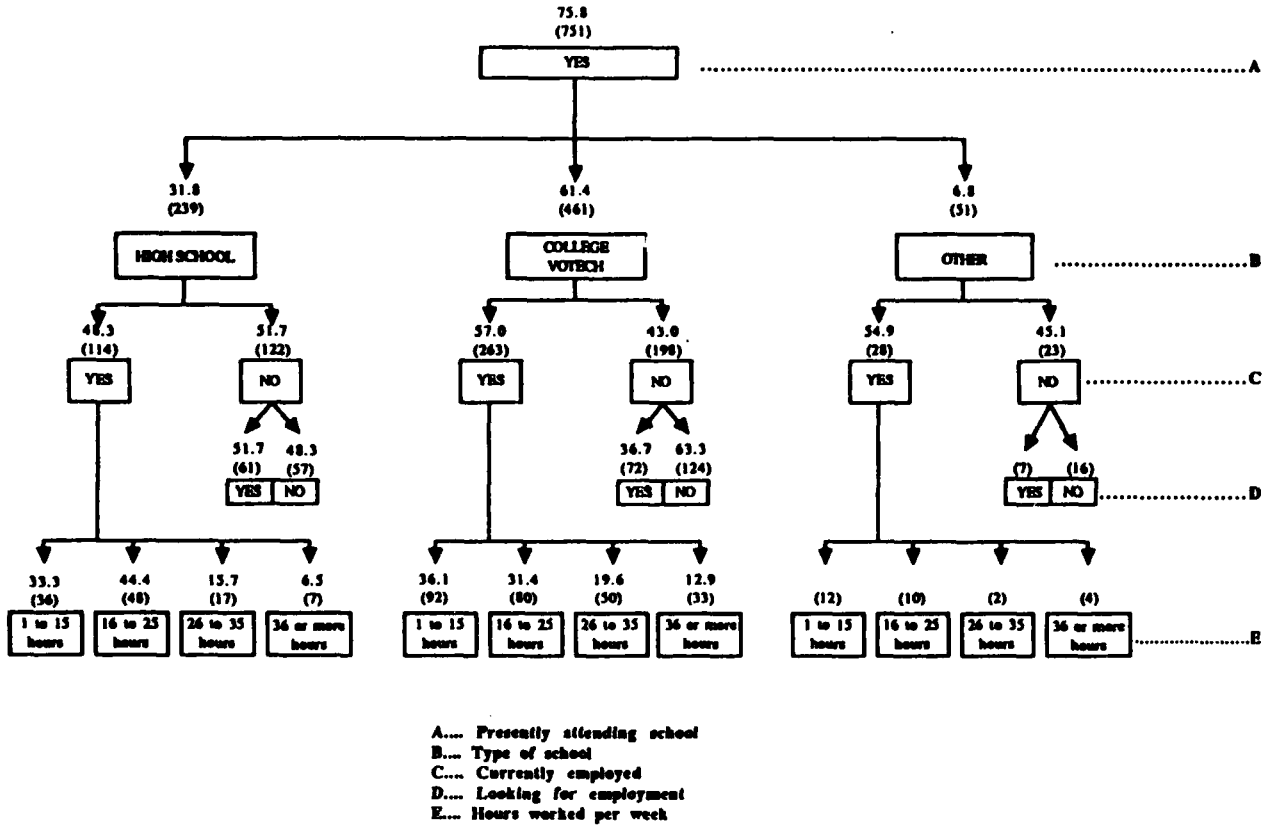
(2) First-wave survey mailing;

(3) Reminder/thank you postcard;

(4) Second-wave survey mailing to nonrespondents; and

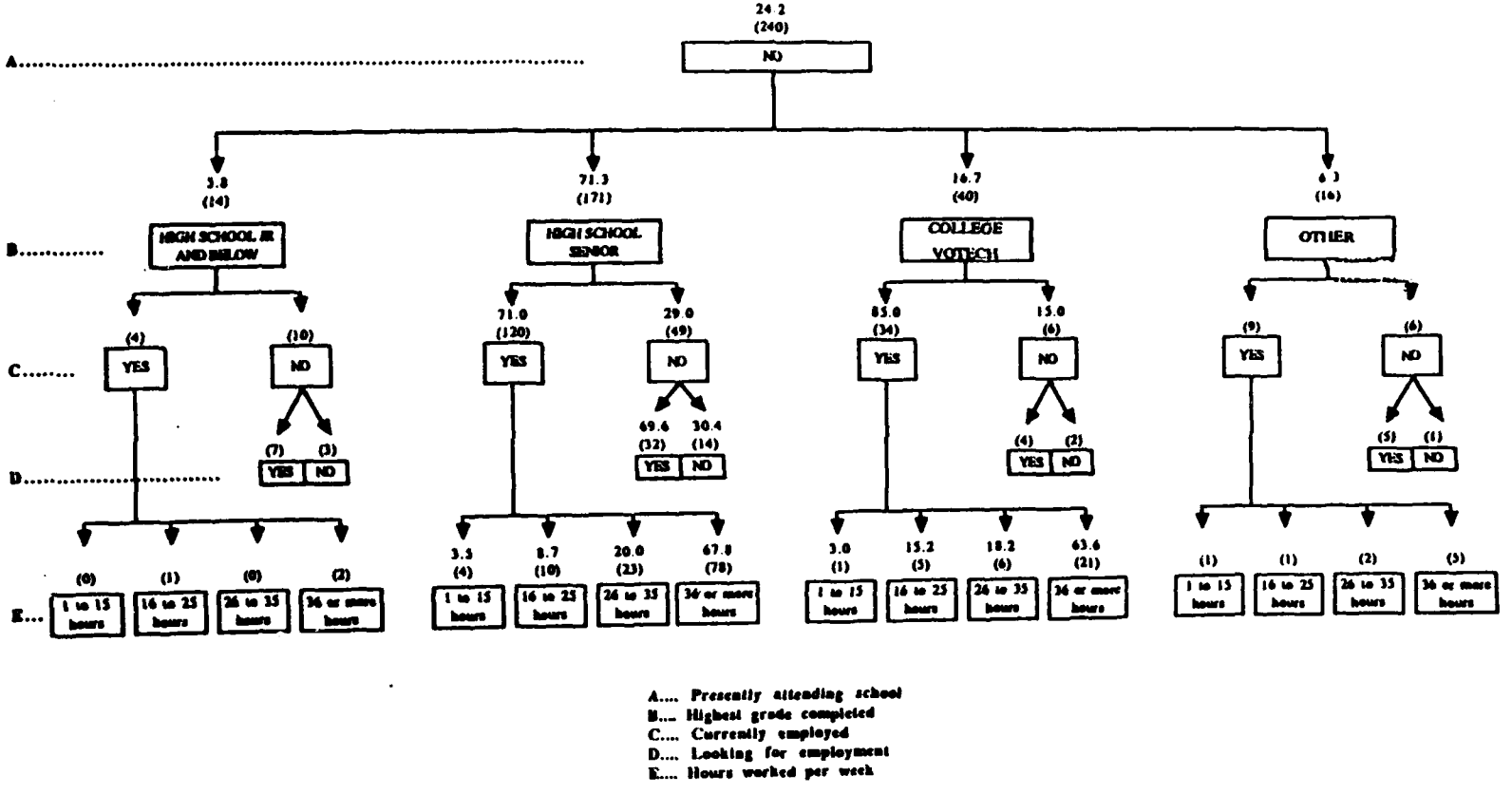
(5) Third-wave mailing to nonrespondents.

Each wave of survey mailings was staggered by three to four weeks. Wave one was mailed December 17, 1987; wave two was mailed January 19, 1988; and the third wave of surveys were mailed on February 5, 1988. Surveys returned after March 15, 1988 were not processed. Table 3 provides a summary of survey response rates, defined as respondents divided by deliverable surveys.



Note: Counts are reported in parentheses and percentages above counts.
Percentages based upon less than 30 respondents are not reported.

Figure 2. Distribution of Respondents by Educational and Employment Status



A.... *Presently attending school*
B.... Highest grade completed
C.... Currently employed
D.... Looking for employment
E.... Hours worked per week

Note: Counts are reported in parentheses and percentages above counts. Percentages based upon less than 30 respondents are not reported.

Figure 2. (Continued)

Table 3

Survey Sample Respondent Counts and Rates

Sample	Undeliverables	Nonrespondents	Respondents	Response Rate
LRL	560	3,238	816	20.1%
Secondary	152	1,015	230	18.5%
TOTAL	712	4,253	1,046	19.7%

Limitations of the Career Decision Survey

As a modest, targeted survey effort, the Career Decision Survey findings have some clear limitations. The major limitations concern the viability of extensive sample subgroup comparisons and sample representativeness.

The total number of respondents (1,046) is adequate for the purposes of this survey (i.e., the validation of a model of the enlistment decision process). The survey database, however, is not large enough to allow valid comparisons among various sample subgroups that may be of interest. For example, only 68 Hispanics, 9 high school juniors, and 21 individuals with GED or ABE certificates were interviewed. Separate analyses of such groups obviously are problematic. For this reason, and in concert with the requirements of this project, only aggregate, total sample career decision models are reported in this document.

A second limitation of this report is sample representativeness. The descriptive analyses presented in this report do not constitute a representative description of American youth 17- to 20-years-of-age (see Wilson & Perry, 1988, for a fuller discussion of sample representativeness). Basically, youth responding to the Career Decision Survey are more likely to be attending school and employed full- or part-time than youth nationally in their age brackets. It is not particularly surprising to find that respondents are not representative of youth nationally as the greatest proportion of the sample was drawn from recruiter's Lead Refinement Lists (LRLs). These are lists compiled from a variety of sources used by recruiters for the purpose of contacting prospective recruits. As LRLs are not intended to be nationally representative of youth 17- to 20-years-of-age the lack of respondent representativeness is not unexpected. This characteristic may, in fact, underscore the utility of information developed by this research project. This is the only survey conducted to date that has used recruiter's lists of prospects as a sample frame. Therefore, the findings

presented here may be targeted more directly toward the youth contacted by recruiters than could be achieved using a nationally representative sample.

Questionnaire

The Career Decision Survey questionnaire was developed primarily to measure constructs contained in the theory of reasoned action (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 1980). As a career decision theory, this theory specifies a recursive linkage among beliefs, evaluations, and attitudes, social norms, motivations to comply, and social influences and attitudes, social influences, and behavioral intentions. For the Career Decision Survey, behavioral intentions included intentions to enlist in the Army, obtain full-time employment, and enroll in college or technical school.

Measures of these constructs contained in the questionnaire are listed below. The label used to identify each question is its questionnaire number (see Appendix A for a copy of the questionnaire).

For analysis purposes, the measures identified below were coded in accordance with the theoretical principles enunciated in Ajzen and Fishbein, 1980.

Beliefs and Evaluations Regarding Career Choice Outcomes

Beliefs regarding the outcomes of career choices and evaluations regarding the desirability of these outcomes constitute central features in the theoretical foundation adopted for this research. The grouping of belief and evaluation attributes used in the questionnaire were chosen based upon review of research literature on career choice and enlistment decisions (Zirk et al., 1987) and the results of focus groups with young adults conducted during an earlier phase of this research (McTeigue et al., 1987). The desirability of the following career attribute statements were evaluated by respondents on 5-point Likert scales:

Q23 Earning the amount of pay I would like is:

Q24 Extended separation from my family is:

Q25 Being satisfied with the kind of job I have is:

Q26 Having enough of my own money to attend college is:

Q27 Taking orders from others is:

Q28 Having an opportunity for personal growth in my job is:

Q29 Being treated fairly is:

Q30 Feeling as if I am doing something patriotic is:

Q31 Having the kind of working conditions I want is:

Q32 Having an opportunity for advancement in my chosen career is:

Q33 Having the kind of health and retirement benefits I want is:

Q34 Having the job security I want is:

Q35 Having to follow many rules and regulations is:

Q36 Receiving the kind of occupational/technical training I want is:

Corresponding with each of these evaluation questions were one or more belief questions (see Q4-Q22) asking the respondent whether the Army, college enrollment, or civilian employment offered the particular attribute. Beliefs were measured by 5-point scales anchored by Extremely likely (1) and Extremely unlikely (5).

Career Choice Attributes

A possible limitation of the theory of reasoned action is that young people may make affective, rather than cognitive choices. Emotional reactions to joining the Army within the next year (Q37), entering college or technical school within the next year (Q38), and getting a full-time job within the next year (Q39), were each rated on seven semantic differential items:

(1) Dislike/like

(2) Unpleasant/pleasant

(3) Disagreeable/agreeable

(4) Unenjoyable/enjoyable

(5) Bad/good

(6) Harmful/beneficial

(7) Unrewarding/rewarding

Social Norms and Motivations to Comply

Social norms and the motivation to comply with these norms were determined using the following series of questions. First, social norms were measured by:

Q40 How do the following people feel about you getting a full-time job by Fall, 1988?

my close friends
my spouse/girlfriend/boyfriend
my parents

Q41 How do the following people feel about you enrolling in college or technical school by Fall, 1988?

my close friends
my spouse/girlfriend/boyfriend
my parents

Q42 How do the following people feel about your enlisting in the Army by Fall, 1988?

my close friends
my spouse/girlfriend/boyfriend
my parents

Norms were measures on 5-point scales anchored by Very good idea (1) and Very bad idea (5).

Respondent motivations to comply with perceived social norms were measured by eliciting responses to the following:

Q43 Generally speaking, I want to do what my close friends think I should do.

Q44 Generally speaking, I want to do what my spouse/girlfriend/boyfriend thinks I should do.

Q45 Generally speaking, I want to do what my parents think I should do.

Motivation to comply was measured on 5-point scales anchored by Not at all (1) and Very much (5).

Social Influence

Normative influences on career choice was measured on 5-point scales anchored by Should not (1) and Should (5):

Most of the people important to me think I should:

Q46 enlist in the Army by Fall, 1988,
Q47 enroll in college or technical school by Fall, 1988,
Q48 get a full-time job by Fall, 1988.

Career Intentions

Respondents were first asked: (Q1) "Please describe what you think you will be doing in about a year from now, in Fall, 1988?" This unaided question was coded for:

1 = school (full-time)
2 = work (full-time)
3 = school (part-time)
4 = work (part-time)
5 = marriage/raising family
6 = military service.

Two responses were allowed, with the responses coded for whether both responses were planned or whether the respondent indicated an either/or situation.

Later in the questionnaire, respondents were asked aided (closed-option) career intention questions. On 4-point scales of Definitely not (1), Probably not (2), Probably (3), and Definitely (4), respondents indicated if they intended:

Q49 to have a full-time job by Fall, 1988.

Q50 to enroll in college or technical school by Fall, 1988.

Q51 to enlist in the Army by Fall, 1988.

RESULTS

Our analyses were of two basic types. The first stage of analysis was primarily exploratory and oriented toward the description of sample respondent circumstances and career intentions in the year following survey administration. Crosstabulations were used to determine current circumstances, career search behaviors, and intentions. The second stage of analysis constructed a theoretically-based model of respondent career beliefs, evaluations, attitudes, and normative influences as they influence career intentions (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 1980).

Career Search Behaviors

Tables 4, 5, and 6 present the counts and percentages of youth pursuing respectively, Army enlistment, college enrollment, and full-time employment. All respondents are reported in Table 4 on enlistment behaviors. However, Table 5 only contains respondents not enrolled in college full-time while Table 6 only contains respondents not employed full-time. Fewer respondents are reported in these tables in accordance with the large percentage of youth currently enrolled in school and/or currently employed full-time (see Figure 2).

These tables present a hierarchy of behaviors ranging in commitment from least to greatest regarding career search behavior. For example, consideration of a career opportunity is presented first while acceptance or commitment to an Army enlistment contract, enrolling in college or technical school, or accepting full-time employment is presented last. These tables are not entirely commensurate in that different behaviors are presented for each of the career choices and (due to skip patterns) respondents are not overlapping in all instances. (Regarding the hierarchy of behaviors categorized, not all Army enlistment behaviors are personally undertaken. Speaking with recruiters and the taking of the ASVAB are often characteristics of high school enrollment. Signing an Army contract or going to the MEPS, however, are clearly individual decisions.) Nonetheless, a common "weeding out" process emerges in all tables. As respondents are asked the successive questions regarding career searching behavior, fewer and fewer respondents remain. Career choice behaviors exhibit a clear ranking of preference. College attendance is most preferred by respondents. This is followed by full-time employment, and then Army enlistment.

For Army enlistment behaviors, several general observations can be made. First, and most clearly, enlistment in the Army is actively considered by a large proportion of youth. Over one-third of youth have considered enlistment and two-thirds of youth have discussed this career option with someone.

Table 4

Count and Percentage of Youth Positively Pursuing Army Enlistment

	Consider enlisting		Discuss with anyone		Taken ASVAB		Respond to Army ads		Speak with recruiter		Gone to MEPS		Sign contract	
	Count	%	Count	%	Count	%	N	%	Count	%	Count	%	Count	%
Total	354	35.0	714	68.3	433	42.2	153	14.8	451	44.4	66	14.0	24	5.1
n =	(1011)		(1046)		(1027)		(1031)		(1016)		(472)		(467)	
Sample														
LRL	291	37.0	577	70.7	364	45.5	124	15.5	374	47.2	55	14.1	18	4.7
Secondary	63	28.1	137	59.6	69	30.4	29	12.7	77	34.4	11	13.6	6	7.5
Age														
17	43	33.3	88	65.2	48	37.2	21	15.7	39	29.3	4	9.5	0	0.0
18	117	37.0	228	70.3	130	40.6	50	15.5	149	47.0	24	15.7	11	7.3
19	116	33.8	239	67.5	165	47.1	50	14.3	162	47.2	20	12.0	7	4.2
20	51	34.0	106	68.4	63	40.9	22	14.5	74	48.1	10	12.5	3	4.0
Gender														
Male	237	46.1	428	80.8	245	46.9	97	18.6	300	57.9	53	16.7	23	7.4
Female	112	22.9	277	55.1	183	37.0	55	11.0	148	30.1	12	8.0	1	0.7
Brigade														
Northeast	49	33.1	100	64.9	51	33.6	26	16.9	73	49.6	16	20.8	4	5.4
Southeast	100	42.2	174	71.0	123	51.2	47	19.3	99	41.3	9	8.7	5	5.0
Southwest	91	33.1	197	69.4	92	33.0	40	14.3	123	44.4	19	14.6	7	5.3
Midwest	54	29.8	120	64.9	89	48.9	17	9.4	82	45.3	7	8.2	5	5.8
West	57	36.3	114	69.5	73	45.3	23	14.3	72	45.3	14	19.2	3	4.2
Educational Status														
High school	84	36.5	161	67.4	83	35.8	38	16.1	74	32.0	11	13.9	5	6.5
College/VoTech	134	29.5	311	67.5	202	44.1	56	12.2	222	48.7	16	7.1	6	2.7
Other school	16	31.4	28	54.9	14	27.5	7	13.7	11	22.4	4	28.6	1	7.1
Not in school	106	44.2	183	73.2	114	46.3	48	19.4	127	52.1	31	23.3	12	9.0
Ethnicity														
White (not-Hispanic)	259	34.1	522	67.3	305	39.9	98	12.7	329	43.1	39	11.4	14	4.1
Black (not-Hispanic)	46	45.1	83	76.2	56	51.9	35	32.1	58	55.2	17	28.3	6	10.5
Hispanic	24	36.4	42	61.8	41	60.3	7	10.5	33	50.8	6	17.1	3	8.8

Note. Counts and percentages are respondents who answered affirmatively to questionnaire items Q-53, Q-55, Q-56, Q-57, Q-58, Q-61, and Q-62.

Table 5

Count and Percentage of Youth Positively Pursuing College Enrollment

	Consider enrolling		Discuss with anyone		Request application		Take SAT/ACT		Applied for enrollment		Accepted by school	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Total	570	90.0	608	92.1	437	71.6	393	64.2	315	50.6	276	79.1
n =	(633)		(660)		(610)		(612)		(623)		(349)	
Sample												
LRL	439	55.4	474	92.2	348	73.9	313	66.3	248	51.9	219	79.9
Secondary	131	58.0	134	91.8	89	64.0	80	57.1	67	46.2	57	76.0
Age												
17	124	92.5	126	96.2	104	81.9	95	74.8	61	48.4	38	60.3
18	172	54.3	183	92.9	133	73.5	111	61.3	87	46.5	76	77.6
19	165	48.1	176	91.2	128	71.9	120	67.4	107	58.5	105	89.0
20	64	41.8	72	85.7	44	56.4	40	51.3	40	50.0	36	81.8
Gender												
Male	282	54.9	308	91.4	215	69.8	192	62.8	160	51.5	143	77.7
Female	283	56.9	289	92.6	216	73.0	196	65.6	151	49.2	129	80.1
Friends												
Northeast	83	55.7	88	92.6	71	80.7	60	67.4	53	61.6	42	73.7
Southeast	140	58.3	153	92.7	104	68.8	98	64.9	76	48.4	60	76.0
Southwest	152	54.3	161	92.5	118	73.3	106	66.3	89	54.9	83	83.8
Midwest	96	53.0	102	91.9	69	66.4	69	65.1	50	45.9	47	81.0
West	95	60.1	99	90.8	72	71.3	57	56.4	44	42.3	41	78.9
Educational Status												
High school	218	92.4	222	94.5	177	77.6	154	67.8	96	42.7	59	56.7
College/VoTech[a]	125	28.0	136	97.1	119	96.0	109	86.5	125	90.6	130	97.7
Other school	12	24.0	12	80.0	8	53.3	10	66.7	10	52.6	10	83.3
Not in school	197	79.4	213	88.4	119	53.6	107	48.2	74	32.9	65	73.9
Ethnicity												
White (not-Hispanic)	409	53.9	430	93.1	323	74.6	300	69.6	241	53.7	215	82.4
Black (not-Hispanic)	71	65.1	78	94.0	54	71.1	38	49.4	36	48.7	28	70.0
Hispanic	39	57.4	37	82.2	25	58.1	20	44.4	13	31.0	13	68.4

Note. Counts and percents represent respondents who answered affirmatively to questionnaire items Q-64, Q-65, Q-66, Q-68, Q-69, and Q-70.

[a]These are individuals enrolled part-time.

Table 6

Count and Percentage of Youth Positively Pursuing Obtaining Full-Time Employment

	Consider full-time employment		Discuss with anyone		Request application		Apply for job		Interview for job		Offered job		Accepted job	
	Count	%	Count	%	Count	%	N	%	Count	%	Count	%	Count	%
Total	397	43.8	603	65.0	403	45.1	208	23.3	171	19.2	205	23.3	83	35.5
n =	(906)		(927)		(893)		(892)		(889)		(881)		(234)	
Sample														
LRL	305	38.3	475	65.5	309	44.7	157	22.8	124	18.0	151	22.2	53	29.9
Secondary	92	40.2	128	63.4	94	46.5	51	25.3	47	23.4	54	26.9	30	52.6
Age														
17	49	36.6	78	58.2	43	32.8	12	9.1	12	9.1	23	17.6	6	20.7
18	116	36.6	191	63.5	121	41.4	60	20.7	45	15.6	71	24.8	24	32.0
19	129	37.1	193	65.0	143	50.4	80	28.2	62	22.0	61	21.6	26	36.6
20	70	45.2	90	71.4	62	50.8	34	27.9	30	24.6	28	23.3	13	40.6
Gender														
Male	199	38.3	297	64.0	193	42.9	105	23.4	84	18.8	121	27.4	46	33.6
Female	194	39.0	296	65.6	206	47.1	102	23.3	86	19.8	82	18.9	37	39.0
Brigade														
Northeast	54	35.5	79	57.3	57	42.9	30	22.6	22	16.5	28	21.5	14	45.2
Southeast	95	39.4	146	69.5	94	47.5	49	24.5	35	17.6	49	24.6	17	30.9
Southwest	103	37.1	166	64.6	110	44.0	53	21.3	45	18.2	48	19.8	22	40.0
Midwest	59	37.9	98	60.9	62	39.5	37	23.6	28	18.0	30	19.1	10	27.8
West	70	44.0	104	70.3	75	52.5	36	25.5	37	26.2	46	32.6	18	34.0
Educational Status														
High school	93	39.2	145	60.9	88	38.1	29	12.6	21	9.1	37	16.3	9	20.0
College/VoTech	134	29.4	254	58.5	156	37.1	48	11.5	48	11.5	80	19.2	19	19.8
Other school	20	39.2	35	72.9	19	38.8	7	14.3	7	14.3	16	32.7	6	35.3
Not in school	133	55.0	137	82.0	124	77.0	113	69.8	88	54.7	65	40.4	49	70.0
Ethnicity														
White (not-Hispanic)	282	36.9	435	63.4	269	40.3	139	20.8	121	18.2	148	22.4	57	34.8
Black (not-Hispanic)	49	45.4	69	72.6	66	71.0	37	39.8	21	22.8	22	25.0	9	33.3
Hispanic	39	58.2	47	74.6	32	54.2	18	30.5	16	27.1	15	25.4	9	50.0

Note. Counts and percents represent respondents who answered affirmatively to questionnaire items Q-72, Q-73, Q-74, Q-75, Q-76, Q-77, and Q-78.

Keeping in mind a consideration of the circumstances surrounding career search behaviors as defined here (i.e., high school career days where recruiters may visit high school campuses, and school administered ASVABs), Table 4 demonstrates that a considerable proportion of surveyed youth have had some contact with Army testing or recruiters. Nearly one-half have either taken the Armed Services Vocational Aptitude Battery (ASVAB) or spoken with a recruiter. Much less ambiguous, however, in terms of self-initiated activity, though, is the percentage of youth having spoken with a recruiter who have either gone to a Military Examination Processing Station (MEPS) or signed a contract. Here it becomes clear that only somewhat over 10% of youth speaking with recruiters go to MEPS. Of these, however, approximately one-third sign enlistment contracts.

Variation in Army career search behavior by sample subgroup largely conforms to expectations based upon prior enlistment decision research (see Nieva & Elig, 1988). Enlistment-related behaviors are truncated for 17-year-olds; females demonstrate a lower incidence of enlistment-related behaviors; and blacks evidence a higher than average proportion of enlistment-oriented behaviors. Additionally, ASVAB rates vary by Recruiting Brigade, with the South showing the highest rate nationally. Finally, the percentage of respondents going to MEPS is lowest for the group attending college. As has been observed in previous research, enlistment seeking behavior is a function of age, gender, ethnicity, geographic location, and educational status.

Table 5 presents counts and percentages of individuals pursuing college enrollment (and who are not presently enrolled in college full-time). This table illustrates the popularity of college enrollment as a choice for respondents. The high general percentage of individuals actively seeking college enrollment demonstrates the high priority placed in this option.

Full-time employment is not so actively sought as college enrollment but is more commonly pursued than Army enlistment. A rather sharp drop-off in the number and percentage of individuals pursuing career search behaviors is observed as the referent moves toward acceptance of employment. Less than one-quarter of respondents requesting applications for full-time employment ever applied for such employment.

In considering subgroup responses regarding employment, males and females appear equally active in most respects when it comes to pursuing full-time employment. Despite differences in both college enrollment and Army enlistment search behaviors, when it comes to seeking employment males and females appear nearly comparable in their interests and behaviors. Other, expected, specific subgroup differences include the fact that younger sample members (i.e., 17-year-olds) are less interested in full-time employment and respondents not in school are more interested than any other subgroup.

Career Intentions

Tables 7 and 8 report respondent unaided and aided career intentions. Despite the difference in referent between these tables and those reporting career search behaviors (i.e., Tables 4, 5, and 6), a general proportionality is maintained among career choice intentions and search behaviors. When provided with an unstructured opportunity to cite career intentions for the Fall of 1988, three major choices emerged. These were college enrollment, civilian employment, and military enlistment. For the total sample, approximately three-fourths mentioned college enrollment, one-third employment, and one-twentieth military enlistment as what they expected to be doing in Fall, 1988.

When viewed by sample subgroups, unaided career intentions generally followed patterns similar to those observed for career search behaviors. Older and younger sample members distinguish themselves by citing a relatively greater propensity toward employment and college or technical school attendance, respectively. Males, blacks, respondents from the Southeast, and youth not presently in school demonstrate higher enlistment intentions than females, whites, respondents from other Recruiting Brigades, and youth currently enrolled in school. While females distinguish themselves by citing marriage as an option more frequently than males, in the area of employment females continue to have career intentions very similar to those observed for males.

The most distinctive group in terms of unaided career intentions are youth not presently enrolled in school. Unlike any other sample subgroup, less than one-half cite school attendance as a likely probability in the next year. This group has obviously made a clear break from the career considerations reported by other sample subgroups. To further underscore this contrast, over one-half of sample members not presently in school said that they intended to be employed in the next year. No other subgroup responded at anything approaching this rate. Finally, only blacks displayed greater enlistment propensity than this group.

Aided intention questions presented a closed-form response format to respondent where only the options of Army enlistment, college enrollment, and full-time civilian employment were offered. Given the results from the unaided intention question, this range of choices provided comprehensive.

Though the absolute levels of intention tend to be somewhat higher, Table 8 reproduces the general proportionalities observed for unaided career intentions. For the total sample, over three-fourths report an intention to enroll in college or technical school in the next year, over one-third of the sample intend to be employed full-time within the next year, and slightly less than one-tenth report they will definitely or probably be

Table 7

Unaided Career Intentions for Fall, 1988, of Youth (First and Second Mentions Combined)

	Working full or part-time		In school full or part-time		Military service		Marriage		Other or don't know		n for group
	Count	%	Count	%	Count	%	Count	%	Count	%	
Total	334	33.1	780	77.4	52	5.2	22	2.2	36	3.6	1008
Sample											
LRL	244	31.1	619	79.0	43	5.5	18	2.3	28	3.6	784
Secondary	89	39.7	161	71.9	9	4.0	4	1.8	8	3.6	224
Age											
17	30	22.9	116	88.5	7	5.3	1	0.8	5	3.8	131
18	87	27.7	259	82.5	12	3.8	6	1.9	11	3.5	314
19	112	33.3	254	75.6	19	5.7	9	2.7	12	3.6	336
20	72	47.4	104	68.4	6	3.9	1	0.7	4	2.6	152
Gender											
Male	168	33.1	376	74.0	34	6.7	2	0.4	24	4.7	508
Female	160	32.7	400	81.8	15	3.1	19	3.9	11	2.2	489
Brigade											
Northeast	43	29.1	118	79.7	6	4.1	5	3.4	2	1.4	148
Southeast	90	38.3	174	74.0	17	7.2	7	3.0	7	3.0	235
Southwest	92	33.5	216	78.5	13	4.7	5	1.8	10	3.6	275
Midwest	52	28.6	141	77.5	8	4.4	3	1.6	6	3.3	182
West	51	32.9	121	78.1	7	4.5	2	1.3	11	7.1	155
Educational Group											
HS students	60	26.1	189	82.2	17	7.4	4	1.7	7	3.0	230
College/VoTech	96	21.4	422	94.2	6	1.3	4	0.9	8	1.8	448
Other students	16	31.4	43	84.3	2	3.0	0	-	1	2.0	51
Not in school	145	61.2	102	43.0	22	9.3	13	5.5	18	7.6	237
Ethnicity											
White (not-Hispanic)	233	31.0	602	80.2	27	3.6	19	2.5	22	2.9	751
Black (not-Hispanic)	38	37.3	72	70.6	13	12.7	1	1.0	1	1.0	102
Hispanic	27	40.3	48	71.6	5	7.5	0	-	4	6.0	67

Table 8

Counts and Percentages of Youth Responding Definitely or Probably to Intended Behaviors for Fall, 1988

	Enlisted in the Army		Enrolled in College/ VoTech		Employed Full-time	
	Count	%	Count	%	Count	%
Total	75	7.4	839	82.3	377	37.2
Sample						
LRL	59	7.4	666	83.5	287	36.4
Secondary	16	7.1	173	78.0	90	40.2
Age						
17	8	6.1	123	91.8	39	29.8
18	27	8.5	263	82.9	103	32.7
19	20	5.8	288	83.0	132	38.3
20	15	9.9	116	77.3	68	45.1
Gender						
Male	48	9.3	412	79.3	187	36.2
Female	20	4.1	422	85.7	186	38.1
Brigade						
Northeast	6	4.0	130	86.1	46	30.9
Southeast	22	9.2	191	79.0	106	44.4
Southwest	23	8.3	226	81.6	99	35.6
Midwest	14	7.8	150	82.9	69	38.6
West	10	6.5	132	84.1	52	33.5
Educational Group						
HS students	29	12.5	201	85.1	77	33.2
College/VoTech	7	1.6	435	96.3	80	17.8
Other students	1	2.1	37	78.7	13	27.7
Not in school	34	13.8	134	54.9	186	76.0
Ethnicity						
White (not-Hispanic)	33	4.4	636	83.6	244	32.3
Black (not-Hispanic)	24	22.9	87	81.3	63	60.0
Hispanic	11	16.2	52	76.5	36	53.8

enlisted in the Army. Clearly, in the aggregate, sample members consider college or technical school enrollment their highest priority.

Aided Army enlistment intentions, while displaying higher absolute levels, generally follow patterns observed previously. Blacks, respondents from the Southeast, those not in school, and high school students show the greatest positive enlistment propensity. In one instance aided enlistment intention, however, departed from the pattern for unaided intention. This is for sample age subgroups. In unaided intention, 17- and 19-year-olds displayed a greater enlistment propensity than 18- and 20-year-olds. For aided intention this pattern reversed.

Modeling Career Intentions

The modeling of respondent intentions regarding Army enlistment, college employment, and full-time employment proceeded in three stages. First, analyses of respondent beliefs and evaluations were conducted to determine the appropriate composition of the belief/evaluation component of the theory of reasoned action. Next, all model components were scaled and their intercorrelations evaluated. Finally, regressions were formed to predict attitudes toward career choices, social influences on career choice, and intentions to choose a particular career in the next year.

Modeling Beliefs and Evaluations of Career Choices

Prior to assembling model components for testing and evaluation, belief and evaluation questions were factor analyzed. These analyses were undertaken to determine the appropriateness of combining all questions within a single (b*e) scale and to provide a comparison with previous research analyses conducted on similar variables. Tables 9, 10, 11, and 12 summarize the results of the four factor analyses.

It is clear from these tables that the construction of a single unidimensional belief/evaluation scale would mask distinctions held by respondents in their beliefs and evaluations regarding career choices. This finding was expected given the results reported in previous research studies. Pliske, Elig, and Johnson (1986) and Horne and Weltin (1986), for example, each found multiple dimensions underlying enlistment motivations.

Tables 9 and 11 (i.e., general evaluations of career attributes and beliefs about college enrollment) each display two factors. Taking into consideration necessary differences in question wordings, these factors can be labeled Career Future, Advancement, and Growth (Factor I) and Organizational Regulation (Factor II). Apparently two dimensions underlie respondent evaluations of careers generally, and college enrollment specifically. These dimensions summarize a future orientation

Table 9

Factor Analysis of Evaluations

	Evaluations	Rotated Factor Matrix Factor 1	Factor 2
Q32	OPPORTUNITY TO ADVANCE CAREER	0.925	.
Q29	FAIR TREATMENT	0.922	.
Q34	JOB SECURITY	0.915	.
Q33	HEALTH/RETIREMENT BENEFITS	0.886	.
Q23	EARN DESIRED PAY	0.877	.
Q28	PERSONAL GROWTH	0.876	.
Q31	OK WORKING CONDITIONS	0.868	.
Q36	OCCUPATIONAL/TECH TRAINING	0.827	.
Q25	JOB SATISFACTION	0.765	.
Q26	MONEY FOR COLLEGE	0.627	.
Q24	SEPARATIONS FROM HOME	.	.
Q35	RULES AND REGULATIONS	.	0.887
Q27	TAKE ORDERS	.	0.850
Q30	DO SOMETHING PATRIOTIC	.	0.456

Note. Principal components method, varimax rotation. Factor loadings less than .3 are represented as ".".

Table 10

Factor Analysis of Army Beliefs Questions

	Beliefs	Rotated Factor Matrix		
		Factor 1	Factor 2	Factor 3
Q9B	WILL TAKE ORDERS IF ENLIST	0.768	.	.
Q18B	FOLLOW RULES AND REGS IF ENLIST	0.624	.	.
Q6B	SEPARATIONS FROM FAMILY IF ENLIST	0.480	.	.
Q17B	OK FUTURE JOB SECURITY IF ENLIST	.	0.870	.
Q19B	CAREER ADVANCE IN FUTURE IF ENLIST	.	0.855	.
Q16B	OK JOB SECURITY NEXT YEAR IF ENLIST	.	0.825	.
Q20	CAREER ADVANCE ARMY IF JOIN FALL 88	.	0.659	.
Q15B	OK HEALTH/RETIRMNT BENES IF ENLIST	.	0.647	.
Q22A	HAVE OWN MONEY FOR COLLEGE IF ENLIST	.	0.536	.
Q12B	SOMETHING PATRIOTIC IF ENLIST	.	0.440	.
Q11B	WILL BE TREATED FAIRLY IF ENLIST	.	0.417	.
Q5B	OK SALARY IN FUTURE IF ENLIST	.	.	0.879
Q4B	OK SALARY NEXT YEAR IF ENLIST	.	.	0.836
Q7B	SATISFIED W/WORK NEXT YR IF ENLIST	.	.	0.821
Q8B	GET OK JOB IN FUTURE IF ENLIST	.	.	0.807
Q13B	DESIRED ENVIRONMENT IF ENLIST	.	.	0.522
Q10B	PERSONAL GROWTH OPPORT IF ENLIST	.	0.376	0.486
Q14B	OK JOB/TECH TRAINING IF ENLIST	.	0.457	0.443

Note. Maximum likelihood method, Harris-Kaiser rotation. Factor loadings less than .3 are represented as ".".

Table 11

Factor Analysis of College Beliefs Questions

	Beliefs	Rotated Factor Matrix Factor 1	Factor 2
Q8A	GET OK JOB IN FUTURE IF GO COLLEGE	0.838	.
Q10A	PERSONAL GROWTH OPPOR IF GO COLLEGE	0.817	.
Q14A	OK TECH TRAIN WANT IF GO TO COLLEGE	0.738	.
Q5A	OK SALARY IN FUTURE IF GO TO COLLEGE	0.723	.
Q19A	CAREER ADVANCE IN FUTURE IF COLLEGE	0.717	.
Q13A	DESIRED ENVIRONMENT IF GO COLLEGE	0.692	.
Q17A	OK FUTURE JOB SECURITY GO TO COLLEGE	0.681	.
Q11A	WILL BE TREATED FAIR IF GO TO COLLEGE	0.527	.
Q7A	SATISFIED WORK 1 YR IF GO TO COLLEGE	0.514	.
Q12A	SOMETHING PATRIOTIC IF GO TO COLLEGE	0.307	.
Q15A	OK HLTH/RETRMNT BENES IF GO COLLEGE	.	.
Q4A	OK SALARY NEXT YR IF GO TO COLLEGE	.	.
Q6A	SEPARATIONS FAMILY IF GO TO COLLEGE	.	.
Q18A	FOLLOW RULES & REGS IF GO COLLEGE	.	0.798
Q9A	WILL TAKE ORDERS IF GO TO COLLEGE	.	0.576

Note. Principal components method, varimax rotation. Factor loadings less than .3 are represented as ".".

Table 12

Factor Analysis of Job Beliefs Questions

	Beliefs	Rotated Factor Matrix		
		Factor 1	Factor 2	Factor 3
Q19C	CAREER ADVANCE IN FUTURE IF GET JOB	0.852	.	.
Q21	CAREER ADVANCE JOB IF JOB FALL 88	0.769	.	.
Q17C	OK FUTURE JOB SECURITY IF GET JOB	0.749	.	.
Q15C	OK HEALTH/RETIRMNT BENES IF GET JOB	0.695	.	.
Q16C	OK JOB SECURITY NEXT YR IF GET JOB	0.674	.	.
Q14C	OK JOB/TECH TRAINING IF GET JOB	0.561	0.305	.
Q11C	WILL BE TREATED FAIRLY IF GET A JOB	0.459	.	.
Q22B	HAVE OWN MONEY FOR COLLEGE IF JOB	0.442	.	.
Q12C	SOMETHING PATRIOTIC IF GET JOB	0.330	.	.
Q7C	SATISFIED W/WORK NEXT YR IF GET JOB	.	0.921	.
Q8C	GET OK JOB IN FUTURE, IF GET JOB	.	0.825	.
Q5C	OK SALARY IN FUTURE IF GET JOB	.	0.819	.
Q4C	OK SALARY NEXT YEAR IF GET JOB	.	0.736	.
Q13C	DESIRED ENVIRONMENT IF GET JOB	0.359	0.511	.
Q10C	PERSONAL GROWTH OPPORT IF GET JOB	0.392	0.459	.
Q6C	SEPARATIONS FROM FAMILY IF GET JOB	.	.	.
Q9C	WILL TAKE ORDERS IF GET A JOB	.	.	1.074
Q18C	FOLLOW RULES AND REGS IF GET JOB	.	.	0.377

Note. Maximum likelihood method, Harris-Kaiser rotation. Factor loadings less than .3 are represented as ".".

regarding careers and the atmosphere of rules and regulations likely to be encountered in the particular career choice.

The analyses of beliefs about Army enlistment (Table 10) and civilian employment (Table 12) each yielded three factors. In each case the rules and regulation dimension observed for generalized career evaluations and beliefs about college enrollment clearly emerged. The remaining two factors, however, separate career attribute into two groups. One group characterizes security and advancement while the second group emphasizes salary and satisfaction.

It was decided that the two nonregulation factors for Army enlistment and civilian employment beliefs would be collapsed into a single career future, advancement, and growth factor. This decision was based on two considerations. First, this division of belief factors replicates those observed for general evaluations and college enrollment beliefs. By maintaining similar scales across career options, analyses and interpretations are made directly comparable.

The second reason for combining the two nonregulation factors is the observed correlation between the factors. The second and third Army factors in Table 10 and the first and second job factors in Table 12 are very highly correlated (r=.76 and r=.87, respectively). As a consequence, it was decided that combining these factors would not obscure important dimensions underlying beliefs about Army enlistment and civilian employment.

Components of the Career Decision Model

Tables 13, 14, and 15 present the means, standard deviations, and intercorrelations of model components. All components of the model except social influence and intentions are scales constructed from multiple questionnaire items (the questions used in scale construction were identified above).

Mean scale values across the three career options are in line with expectations based upon the earlier descriptive analyses of career search behaviors and career intentions. As larger values connote a more favorable or positive rating of a career option than lower values, we see that college enrollment is rated much more favorably than Army enlistment on all model components. Full-time employment is rated more favorably than Army enlistment but less favorably than college enrollment.

Model-component intercorrelations generally support expectations derived from the theory of reasoned action. Fishbein and Ajzen (1975) contend that correlations between adjacent components (e.g., attitude and intentions) will consistently be higher than those between nonadjacent components (e.g., career belief/evaluations and intentions or beliefs/evaluations and social influences). While this is true in the majority of cases across the three career decision models,

Table 13

Means, Standard Deviations and Intercorrelations of Variables in Army Enlistment Career Model

Variables	Mean	SD	Variables 1	2	3	4	5	6
1. Army Belief/Evaluation: Future, Advancement, Growth	-2.154	23.309	1.000 0.0 1026	0.068 0.034 961	0.740 0.0001 1026	0.230 0.0001 1004	0.384 0.0001 1006	0.410 0.0001 1000
2. Army Belief/Evaluation: Orders and Rules	-1.011	4.088	0.068 0.0343 961	1.000 0.0 963	0.121 0.0002 963	0.063 0.0533 944	0.137 0.0001 946	0.146 0.0001 944
3. Attitude toward Army	-3.866	12.864	0.740 0.0001 1026	0.121 0.0002 963	1.000 0.0 1041	0.270 0.0001 1016	0.532 0.0001 1018	0.586 0.0001 1012
4. Subjective Norm	-9.184	11.386	0.230 0.0001 1004	0.063 0.0533 944	0.271 0.0001 1016	1.000 0.0 1018	0.254 0.0001 1013	0.308 0.0001 1004
5. Social Influence	1.845	1.096	0.384 0.0001 1006	0.137 0.0001 946	0.532 0.0001 1018	0.254 0.0001 1013	1.000 0.0 1021	0.596 0.0001 1006
6. Intention to Enlist	1.372	0.707	0.410 0.0001 1000	0.146 0.0001 944	0.586 0.0001 1012	0.308 0.0001 1004	0.596 0.0001 1006	1.000 0 1014

.0

Note. Line 1 of intercorrelation matrix reports Pearson correlation coefficients. Line 2 reports probability level. Line 3 reports number of observations.

Table 14

Means, Standard Deviations and Intercorrelations of Variables in College Enrollment Career Model

Variables	Mean	SD	Variables 1	2	3	4	5	6
1. College Belief/ Evaluation: Future, Advancement, Growth	16.486	16.380	1.000 0.0 1012	0.074 0.0219 963	0.718 0.0001 1012	0.281 0.0001 993	0.411 0.0001 992	0.409 0.0001 991
2. College Belief/ Evaluation: Orders and Rules	0.291	3.158	0.074 0.0219 963	1.000 0.0 963	0.003 0.9258 963	0.007 0.8397 948	-0.031 0.3391 946	-0.039 0.2283 945
3. Attitude toward College	18.569	9.999	0.718 0.0001 1012	0.003 0.9258 963	1.000 0.0 1045	0.367 0.0001 1022	0.507 0.0001 1022	0.534 0.0001 1020
4. Subjective Norm	5.191	8.019	0.281 0.0001 993	-0.007 0.8397 948	0.367 0.0001 1022	1.000 0.0 1022	0.375 0.0001 1017	0.430 0.0001 1013
5. Social Influence	4.361	1.086	0.411 0.0001 992	-0.031 0.3391 946	0.507 0.0001 1022	0.375 0.0001 1017	1.000 0.0 1022	0.568 0.0001 1011
6. Intention to Enroll in College	3.434	0.891	0.410 0.0001 991	-0.039 0.2283 945	0.534 0.0001 1020	0.430 0.0001 1013	0.568 0.0001 1011	1.000 0.0 1020

Note. Line 1 of intercorrelation matrix reports Pearson correlation coefficient. Line 2 reports probability level. Line 3 reports number of observations.

Table 15

Means, Standard Deviations and Intercorrelations of Variables in Job Obtainment Career Model

Variables	Mean	SD	Variables 1	2	3	4	5	6
1. Job Belief/Evaluation: Future, Advancement, Growth	2.113	23.122	1.000 0.0 1031	0.160 0.0001 929	0.715 0.0001 1031	0.395 0.0001 1009	0.558 0.0001 1010	0.549 0.0001 1004
2. Job Belief/Evaluation: Orders and Rules	0.062	3.258	0.160 0.0001 929	1.000 0.0 929	0.194 0.0001 929	0.122 0.0002 914	0.147 0.0001 914	0.118 0.0003 912
3. Attitude toward Job	12.906	11.293	0.715 0.0001 1031	0.194 0.0001 929	1.000 0.0 1045	0.452 0.0001 1019	0.604 0.0001 1021	0.617 0.0001 1012
4. Subjective Norm	-3.356	11.337	0.395 0.0001 1009	0.122 0.0002 914	0.452 0.0001 1019	1.000 0.0 1019	0.529 0.0001 1015	0.580 0.0001 1003
5. Social Influence	2.861	1.394	0.558 0.0001 1010	0.147 0.0001 914	0.604 0.0001 1021	0.529 0.0001 1015	1.000 0.0 1021	0.717 0.0001 1004
6. Intention to Obtain Job	2.235	1.141	0.549 0.0001 1004	0.118 0.0003 912	0.617 0.0001 1012	0.580 0.0001 1003	0.717 0.0001 1004	1.000 0.0 1012

Note. Line 1 of intercorrelation matrix reports Pearson correlation coefficient. Line 2 reports probability level. Line 3 reports number of observations.

there are some notable exceptions. For the Army and college models the orders and rules evaluation/belief scale is more highly correlated with intention than attitude. Similarly, for all models subjective norm is more highly correlated with intention than social influence.

Even with these departures from theoretical expectations, the correlations among components of the three career models generally support the theory of reasoned action. All correlations are correctly signed, statistically significant (with one exception), and of reasonable magnitude.

The Career Intention Models

The career intention model adopted for this research specifies a system of three equations. The first predicts attitude as a function of beliefs and evaluations; the second predicts social influence as a function of social norms; and the third equation predicts career intention as a function of attitude and social influence. In addition to these equations a second intention model has been estimated. This model includes the demographic characteristics gender (male coded 0, female coded 1), race (white coded 0, black coded 1), and educational status (coded as two dummy variables with high school student as the residual category). Though the theory of reasoned action is explicitly psychological and includes no sociological or economic concepts, these characteristics were included in a model because of their ability to isolate high and low career propensity groups.

Tables 16, 17, and 18 present the regression results for the Army enlistment, college enrollment, and civilian employment models. In general the models proved very successful in explaining variation in attitudes and career intentions. The models were less successful in predicting social influence from subjective norms.

The results of the regression analyses lend considerable support to the decision theory used in this project. All estimated coefficients for model variables were statistically significant and correctly signed. As predicted, both the attitudinal and social influence components contributed to the explanation of variation in intentions (the importance of the social influence component is underscored by the fact that its standardized influence on intention is consistently greater than that exerted by personally held attitudes). Most importantly, the high percentages of variances accounted for in intentions (R^2=.462 for the Army model, R^2=.407 for the college model, and R^2=.569 for the employment model) demonstrate the utility of the theory of reasoned action as a framework for analyzing career intentions.

A close consideration of Table 16 provides important and actionable insights into the formation of enlistment intentions.

Table 16

Regression Equations for Models of Intention to Enlist in Army

Variable	*B*	Standardized *B*	Probability
Prediction of Attitude toward Army			
1. Army Belief/Evaluation: Future, Advancement, Growth	.408	.748	.0001
2. Army Belief/Evaluation: Orders and Rules	.230	.071	.001
Intercept	-2.510	.000	.0001
Adjusted R^2 = .571			
Prediction of Army Social Influence Concerning Army			
1. Subjective Norm	.024	.254	.0001
Intercept	2.089	.000	.0001
Adjusted R^2 = .064			
Prediction of Army Intention (Model 1)			
1. Attitude toward Army	.020	.375	.0001
2. Social Influence	.256	.401	.0001
Intercept	.968	.000	.0001
Adjusted R^2 = .462			
Prediction of Army Intention (Model 2)			
1. Attitude toward Army	.020	.372	.0001
2. Social Influence	.224	.351	.0001
3. Gender	-.060	-.043	.074
4. Race	.096	.055	.025
5. College Attendee	-.153	-.111	.0002
6. Not Presently in School	.042	.012	.6774
Intercept	1.08	.000	.0001
Adjusted R^2 = .461			

Table 17

Regression Equations for Models of Intention to Attend College

Variable	*B*	Standardized *B*	Probability
Prediction of Attitude toward College			
1. College Belief/Evaluation: Future, Advancement, Growth	.439	.726	.0001
2. College Belief/Evaluation: Orders and Rules	-.158	-.051	.0236
Intercept	11.699	.000	.0001
Adjusted R^2 = .523			
Prediction of College Social Influence			
1. Subjective Norm	.051	.375	.0001
Intercept	4.103	.000	.0000
Adjusted R^2 = .140			
Prediction of College Intention (Model 1)			
1. Attitude toward College	.030	.340	.0001
2. Social Influence	.324	.394	.0001
Intercept	1.458	.000	.0001
Adjusted R^2 = .407			
Prediction of College Intention (Model 2)			
1. Attitude toward College	.027	.300	.0001
2. Social Influence	.244	.299	.0001
3. Gender	.068	.038	.0951
4. Race	.061	.027	.2417
5. College Attendee	.331	.186	.0001
6. Not Presently in School	-.420	-.204	.0001
Intercept	1.64	.000	.0001
Adjusted R^2 = .510			

Table 18

Regression Equations for Models of Intention to Obtain a Job

Variable	*B*	Standardized *B*	Probability
Prediction of Attitude toward Job			
1. Job Belief/Evaluation: Future, Advancement, Growth	.338	.722	.0001
2. Job Belief/Evaluation: Orders and Rules	.272	.078	.0005
Intercept	12.420	.000	.0001
Adjusted R^2 = .545			
Prediction of Job Social Influence			
1. Subjective Norm	.065	.529	.0001
Intercept	3.083	.000	.0000
Adjusted R^2 = .279			
Prediction of Intention to Obtain Job (Model 1)			
1. Attitude toward Job	.030	.297	.0001
2. Social Influence	.440	.538	.0001
Intercept	.585	.000	.0001
Adjusted R^2 = .569			
Prediction of Intention to Obtain a Job (Model 2)			
1. Summed Attitude	.030	.295	.0001
2. Global Subjective Norm	.351	.425	.0001
3. Gender	-.005	-.002	.918
4. Race	.069	.024	.2408
5. College Attendee	-.168	-.074	.0037
6. Not Presently in School	.503	.192	.0001
Intercept	1.779	.000	.0001
Adjusted R^2 = .611			

First, a substantial understanding of enlistment intentions may be obtained from a prospect's attitudes toward the Army and his or her perceptions of the opinions of other influential individuals regarding Army enlistment. Using a very limited number of personal opinion questions, the Fishbein and Ajzen model was able to explain over 45% of the variance in stated respondent enlistment intentions. The implication is that recruiters need only ask opinions of prospects to predict probable intention. Further, Model 2 in Table 16 implies that elicited opinions may be more effective in identifying high propensity prospects than targeting based upon demographic characteristics. While race and college attendance contributed statistically to the model, in practical terms (summarized by the change in R^2 and the magnitude of standardized effect) they contribute less to the understanding of enlistment intentions than either attitudes or perceived social influences.

Pursuing the insights provided by this psychological analysis of enlistment intentions, the normative component of intentions appears quite important. Though personal attitudes and the prospects of what enlistment means for the individual (e.g., career advancement, training, etc.) constitute a significant contributor to intentions, social influences (as reflected in standardized regression coefficients) are even more important. Previous research on enlistment decisions has largely ignored this normative component in construction models of enlistment propensity. Our findings imply, for example, that advertising directed toward parents and other social influencers may have a <u>direct</u> impact upon enlistment intentions. Given the predictive ability of this model, our results also imply that the appropriate measurement of advertising effectiveness is not to be obtained from influencers themselves but rather potential enlistment prospects.

The findings of this research firmly establish the utility of an explicitly psychological perspective for the analysis of Army enlistment intentions. From a more practical recruiting perspective, our findings reinforce the belief that person-to-person contact and questions can readily provide excellent indications regarding enlistment intentions. This implication is reinforced by the results presented for the college enrollment and civilian employment intention models. In each case, the previous general observations hold. An understanding of the psychological processes leading to a career decision is vital. Market segmentation and targeting efforts will only succeed to the degree that they distinguish between individually held beliefs and perceptions regarding career choices.

CONCLUSIONS AND RECOMMENDATIONS

This project has successfully validated the theory of reasoned action as a valuable method for modeling enlistment intentions. We adopted this perspective based upon findings from an extensive literature review on decision models (Zirk et al., (1987) and empirical analyses of preliminary data collected to assess decision processes (McTeigue et al., 1987). In Zirk et al. (1987) literature on career and consumer decision-making was reviewed which covered rational, affective, social, and cognitive decision styles. This literature was evaluated on the basis of potential relevance for modeling the individual career/enlistment decision-making process. In McTeigue et al. (1987) findings from focus groups conducted to study the predecisional process involved in the career decisions of young adults were reviewed. Based upon the literature review and focus group findings, the theory of reasoned action (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 1980) was adopted as the most appropriate theoretical perspective for modeling the career decision-making processes of young adults. Subsequent development, pretesting, and fielding of the Career Decision Survey (Kralj et al., 1987; Wilson & Perry, 1988) have produced the data analyzed in this report.

The analyses presented in this report have conclusively demonstrated the utility of this explicitly psychological perspective for the analysis of career intention. Using self-reported respondent beliefs, attitudes, and normative influences alone, the adopted model was able to account for between 46% and 61% of variations in career adoption intentions. That is, using a relatively small number of questions asking youth about their beliefs and opinions and those of persons important to them, the models were able to very accurately predict career intentions.

The model adopted for the analyses is one that assumes thoughtful decision-making. While this model performs excellently in the aggregate, the literature on this subject strongly suggests that such a rational process may not adequately describe all individuals. A generalized emotional response (e.g., "I just don't like the Army!"), rather than the rational consideration of the pros and cons of a career options, may motivate the decisions of significant subgroups of sample respondents. While not documented here, the Career Decision Survey database contains information that would support the identification of both rational and affective decision-making psychological processes. It is recommended that future analyses of the Career Decision Survey database further refine the understanding of the enlistment decision process through a modeling of (or identification of) individuals making career decisions based upon purely affective considerations.

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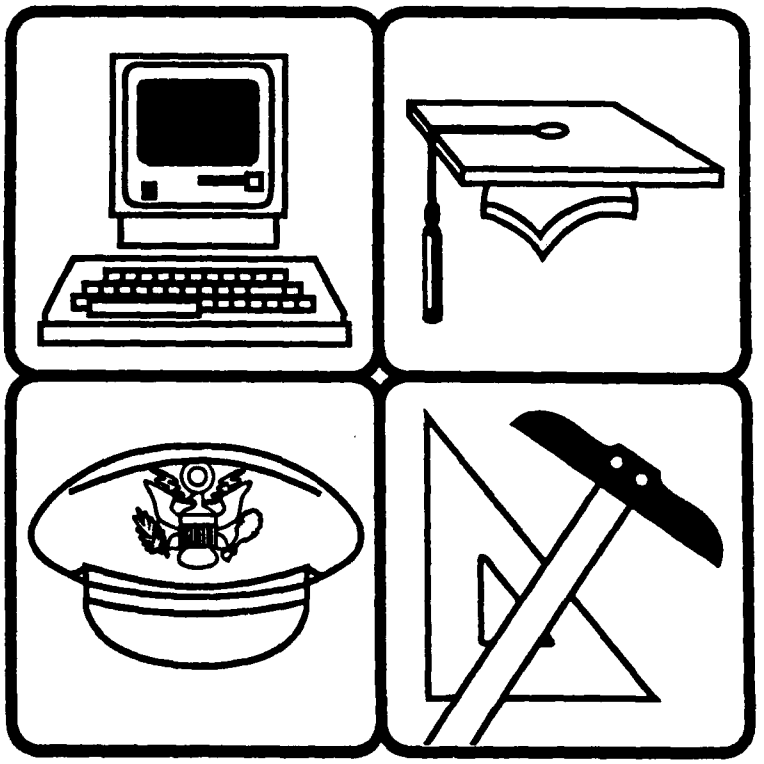
CAREER DECISION SURVEY



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Fall 1987

ABOUT THIS QUESTIONNAIRE

THIS QUESTIONNAIRE IS PART OF A STUDY CONDUCTED TO BETTER UNDERSTAND THE OPINIONS AND FEELINGS OF YOUNG PEOPLE ABOUT CAREER CHOICES. ALL THE QUESTIONS HAVE TO DO WITH WHAT YOU HAVE DECIDED TO DO OR ARE NOW DECIDING TO DO AFTER LEAVING HIGH SCHOOL. IN THIS STUDY, WE WILL ASK YOU QUESTIONS ABOUT HOW YOU MAKE DECISIONS ABOUT YOUR CHOICE OF CAREERS, INCLUDING THE CHOICES OF GETTING A FULL-TIME JOB, ENLISTING IN THE ARMY, OR ENROLLING IN COLLEGE OR VOCATIONAL SCHOOL.

THERE ARE SEVERAL DIFFERENT KINDS OF QUESTIONS TO ANSWER. DIRECTIONS ARE GIVEN FOR EACH DIFFERENT KIND OF QUESTION EXPLAINING HOW YOUR ANSWER SHOULD BE MARKED. THIS IS NOT A TEST AND THERE ARE NO RIGHT OR WRONG ANSWERS.

YOUR ANSWERS ARE IMPORTANT! WE NEED TO HEAR FROM EVERYONE IN ORDER FOR US TO GIVE CORRECT INFORMATION TO INTERESTED GROUPS THROUGHOUT THE COUNTRY ABOUT HOW YOUNG ADULTS LIKE YOU MAKE DECISIONS ABOUT THEIR CHOICE OF CAREERS.

PLEASE ANSWER ALL OF THE QUESTIONS. IF YOU WISH TO COMMENT ON ANY QUESTIONS, YOU MAY USE THE BACK OF THE QUESTIONNAIRE.

THANK YOU FOR YOUR HELP.

Please Note:

This notification is to inform you of who is conducting this survey and what use will be made of the information being collected, in accordance with Public Law 93-573, which is called the Privacy Act of 1974.

Westat Inc. is a private research firm that has been hired by the U.S. Army Research Institute to study the opinions and feelings of young people about their career choices. This research is authorized by Acts of Congress which authorize recruitment for military service and authorize research to accomplish this goal. This authority is in 10 United States Code, Sections 503 and 2358.

Only Westat, a private company, will have access to information about you as an individual. Under no circumstances will they release any information about any individual to anyone else. Your information will only be used to report how young people in general feel about career choice, including enlisting in the Army.

Your participation is voluntary, and you may choose not to answer any particular question if you so desire.

WE WOULD LIKE TO START BY ASKING YOU TO DESCRIBE IN YOUR OWN WORDS YOUR PLANS FOR THE FUTURE.

Q-1 Please describe what you think you will be doing in about a year from now, in Fall, 1988?

Q-2 Who would you say has had the greatest influence on your decisions about what you will do or what you have done after leaving high school? (For example, a teacher, your father, or a friend.)

Q-3 What, specifically, do you think you will be doing in five years? (For example, working as a computer programmer, going to college, getting married and staying home to raise a family.)

PLEASE READ

ON THE NEXT FIVE PAGES, WE WILL BE ASKING YOU QUESTIONS ABOUT WHAT YOU ARE PLANNING TO DO IN FALL, 1988, SPECIFICALLY WHETHER YOU ARE PLANNING TO GO TO COLLEGE, ENLIST IN THE ARMY, OR GET A FULL-TIME JOB. WE WILL ALSO BE ASKING YOUR OPINIONS ABOUT SEVERAL CAREER/EDUCATIONAL ALTERNATIVES.

NOW THAT YOU'VE TOLD US ABOUT YOUR PLANS FOR THE NEAR FUTURE, WE WOULD LIKE TO ASK YOU A SERIES OF QUESTIONS ABOUT THE ADVANTAGES OR DISADVANTAGES OF SEVERAL DIFFERENT CAREER CHOICES. REGARDLESS OF WHAT YOU MAY BE DOING, OR WHAT YOU PLAN TO DO IN THE FUTURE, PLEASE GIVE US YOUR OPINIONS ABOUT THE FOLLOWING POSSIBLE CAREER/EDUCATIONAL ALTERNATIVES. (PLEASE CIRCLE THE NUMBER THAT MATCHES YOUR ANSWER.)

		Extremely unlikely	Slightly unlikely	Neither likely nor unlikely	Slightly likely	Extremely likely
Q-4	I will receive the kind of salary I want next year, if I:					
a.	Enroll in college or technical school by Fall, 1988.	1	2	3	4	5
b.	Enlist in the Army by Fall, 1988.	1	2	3	4	5
c.	Get a full-time job by Fall, 1988.	1	2	3	4	5
Q-5	I will receive the kind of salary I want in the future if I:					
a.	Enroll in college or technical school by Fall, 1988.	1	2	3	4	5
b.	Enlist in the Army by Fall, 1988.	1	2	3	4	5
c.	Get a full-time job by Fall, 1988.	1	2	3	4	5
Q-6	I will have extended separations from my family if I:					
a.	Enroll in college or technical school by Fall, 1988.	1	2	3	4	5
b.	Enlist in the Army by Fall, 1988.	1	2	3	4	5
c.	Get a full-time job by Fall, 1988.	1	2	3	4	5
Q-7	I will be satisfied with the kind of work I'll be doing next year if I:					
a.	Enroll in college or technical school by Fall, 1988.	1	2	3	4	5
b.	Enlist in the Army by Fall, 1988.	1	2	3	4	5
c.	Get a full-time job by Fall, 1988.	1	2	3	4	5

		Extremely unlikely	Slightly unlikely	Neither likely nor unlikely	Slightly likely	Extremely likely
Q-8	I will be able to get the kind of job I want in the future if I:					
a.	Enroll in college or technical school by Fall, 1988.	1	2	3	4	5
b.	Enlist in the Army by Fall, 1988.	1	2	3	4	5
c.	Get a full-time job by Fall, 1988.	1	2	3	4	5
Q-9	I will have to take orders if I:					
a.	Enroll in college or technical school by Fall, 1988.	1	2	3	4	5
b.	Enlist in the Army by Fall, 1988.	1	2	3	4	5
c.	Get a full-time job by Fall, 1988.	1	2	3	4	5
Q-10	I will have the kind of opportunities for personal growth I want if I:					
a.	Enroll in college or technical school by Fall, 1988.	1	2	3	4	5
b.	Enlist in the Army by Fall, 1988.	1	2	3	4	5
c.	Get a full-time job by Fall, 1988.	1	2	3	4	5
Q-11	I will be treated fairly if I:					
a.	Enroll in college or technical school by Fall, 1988.	1	2	3	4	5
b.	Enlist in the Army by Fall, 1988.	1	2	3	4	5
c.	Get a full-time job by Fall, 1988.	1	2	3	4	5

	1 Extremely unlikely	2 Slightly unlikely	3 Neither likely nor unlikely	4 Slightly likely	5 Extremely likely
Q-12 I will feel as if I'm doing something patriotic if I:					
a. Enroll in college or technical school by Fall, 1988.	1	2	3	4	5
b. Enlist in the Army by Fall, 1988.	1	2	3	4	5
c. Get a full-time job by Fall, 1988.	1	2	3	4	5
Q-13 I will have the kind of environment around me that I want if I:					
a. Enroll in college or technical school by Fall, 1988.	1	2	3	4	5
b. Enlist in the Army by Fall, 1988.	1	2	3	4	5
c. Get a full-time job by Fall, 1988.	1	2	3	4	5
Q-14 I will receive the kind of occupational/technical training I want if I:					
a. Enroll in college or technical school by Fall, 1988.	1	2	3	4	5
b. Enlist in the Army by Fall, 1988.	1	2	3	4	5
c. Get a full-time job by Fall, 1988.	1	2	3	4	5
Q-15 I will have health and retirement benefits I want if I:					
a. Enroll in college or technical school by Fall, 1988.	1	2	3	4	5
b. Enlist in the Army by Fall, 1988.	1	2	3	4	5
c. Get a full-time job by Fall, 1988.	1	2	3	4	5
Q-16 I will have the job security I want <u>next year</u> if I:					
b. Enlist in the Army by Fall, 1988.	1	2	3	4	5
c. Get a full-time job by Fall, 1988.	1	2	3	4	5

	1 Extremely unlikely	2 Slightly unlikely	3 Neither likely nor unlikely	4 Slightly likely	5 Extremely likely
Q-17 I will have the job security I want <u>in the future</u> if I:					
a. Enroll in college or technical school by Fall, 1988.	1	2	3	4	5
b. Enlist in the Army by Fall, 1988.	1	2	3	4	5
c. Get a full-time job by Fall, 1988.	1	2	3	4	5
Q-18 I will have to follow many rules and regulations if I:					
a. Enroll in college or technical school by Fall, 1988.	1	2	3	4	5
b. Enlist in the Army by Fall, 1988.	1	2	3	4	5
c. Get a full-time job by Fall, 1988.	1	2	3	4	5
Q-19 I will have opportunities for career advancement <u>in the future</u> if I:					
a. Enroll in college or technical school by Fall, 1988.	1	2	3	4	5
b. Enlist in the Army by Fall, 1988.	1	2	3	4	5
c. Get a full-time job by Fall, 1988.	1	2	3	4	5
Q-20 I will have opportunities for career advancement within the Army if I join the Army by Fall, 1988.	1	2	3	4	5
Q-21 I will have opportunities for career advancement in my job if I get a full-time job by Fall, 1988.	1	2	3	4	5
Q-22 I will have enough of my own money to attend college if I:					
a. Enlist in the Army by Fall, 1988.	1	2	3	4	5
b. Get a full-time job by Fall, 1988.	1	2	3	4	5

IN THE NEXT SET OF QUESTIONS, WE LIST DIFFERENT THINGS THAT PEOPLE FIND DESIRABLE OR UNDESIRABLE IN THEIR JOBS OR CAREERS. FOR EXAMPLE, SOME THINK WORKING WITH PEOPLE THEY LIKE IS A DESIRABLE THING TO HAVE IN A JOB AND THEY MIGHT RATE THAT A 4 OR 5. OTHERS THINK THAT WORKING WITH PEOPLE THEY LIKE IS AN UNDESIRABLE THING TO HAVE ON A JOB AND THEY MIGHT RATE THAT 1 OR 2. (PLEASE CIRCLE THE NUMBER THAT BEST MATCHES YOUR OPINION).

Q-23	Earning the amount of pay I would like is:	DESIRABLE 1 (Extremely) : 2 (Slightly) : 3 (Neither) : 4 (Slightly) : 5 (Extremely) UNDESIRABLE
Q-24	Extended separation from my family is:	DESIRABLE 1 (Extremely) : 2 (Slightly) : 3 (Neither) : 4 (Slightly) : 5 (Extremely) UNDESIRABLE
Q-25	Being satisfied with the kind of job I have is:	DESIRABLE 1 (Extremely) : 2 (Slightly) : 3 (Neither) : 4 (Slightly) : 5 (Extremely) UNDESIRABLE
Q-26	Having enough of my own money to attend college is:	DESIRABLE 1 (Extremely) : 2 (Slightly) : 3 (Neither) : 4 (Slightly) : 5 (Extremely) UNDESIRABLE
Q-27	Taking orders from others is:	DESIRABLE 1 (Extremely) : 2 (Slightly) : 3 (Neither) : 4 (Slightly) : 5 (Extremely) UNDESIRABLE
Q-28	Having an opportunity for personal growth in my job is:	DESIRABLE 1 (Extremely) : 2 (Slightly) : 3 (Neither) : 4 (Slightly) : 5 (Extremely) UNDESIRABLE
Q-29	Being treated fairly is:	DESIRABLE 1 (Extremely) : 2 (Slightly) : 3 (Neither) : 4 (Slightly) : 5 (Extremely) UNDESIRABLE
Q-30	Feeling as if I'm doing something patriotic is:	DESIRABLE 1 (Extremely) : 2 (Slightly) : 3 (Neither) : 4 (Slightly) : 5 (Extremely) UNDESIRABLE
Q-31	Having the kind of working conditions I want is:	DESIRABLE 1 (Extremely) : 2 (Slightly) : 3 (Neither) : 4 (Slightly) : 5 (Extremely) UNDESIRABLE
Q-32	Having an opportunity for advancement in my chosen career is:	DESIRABLE 1 (Extremely) : 2 (Slightly) : 3 (Neither) : 4 (Slightly) : 5 (Extremely) UNDESIRABLE
Q-33	Having the kind of health and retirement benefits I want is:	DESIRABLE 1 (Extremely) : 2 (Slightly) : 3 (Neither) : 4 (Slightly) : 5 (Extremely) UNDESIRABLE
Q-34	Having the job security I want is:	DESIRABLE 1 (Extremely) : 2 (Slightly) : 3 (Neither) : 4 (Slightly) : 5 (Extremely) UNDESIRABLE
Q-35	Having to follow many rules and regulations is:	DESIRABLE 1 (Extremely) : 2 (Slightly) : 3 (Neither) : 4 (Slightly) : 5 (Extremely) UNDESIRABLE
Q-36	Receiving the kind of occupational/ technical training I want is:	DESIRABLE 1 (Extremely) : 2 (Slightly) : 3 (Neither) : 4 (Slightly) : 5 (Extremely) UNDESIRABLE

BELOW ARE SEVERAL PAIRS OF WORDS, ONE OF WHICH IS POSITIVE AND ONE OF WHICH IS NEGATIVE. (FOR EACH PAIR, CIRCLE THE ONE NUMBER BETWEEN THE TWO WORDS THAT BEST DESCRIBES HOW YOU FEEL ABOUT YOUR JOINING THE ARMY WITHIN THE NEXT YEAR.)

Q-37

a.	DISLIKE	1 : 2 : 3 : 4 : 5	LIKE
b.	UNPLEASANT	1 : 2 : 3 : 4 : 5	PLEASANT
c.	AGREEABLE	1 : 2 : 3 : 4 : 5	DISAGREEABLE
d.	UNENJOYABLE	1 : 2 : 3 : 4 : 5	ENJOYABLE
e.	UNFAVORABLE	1 : 2 : 3 : 4 : 5	FAVORABLE
f.	GOOD	1 : 2 : 3 : 4 : 5	BAD
g.	HARMFUL	1 : 2 : 3 : 4 : 5	BENEFICIAL
h.	UNREWARDING	1 : 2 : 3 : 4 : 5	REWARDING

FOR EACH PAIR OF WORDS, CIRCLE THE ONE NUMBER THAT BEST DESCRIBES HOW YOU FEEL ABOUT YOUR ENTERING COLLEGE OR TECHNICAL SCHOOL WITHIN THE NEXT YEAR.

Q-38

a.	AGREEABLE	1 : 2 : 3 : 4 : 5	DISAGREEABLE
b.	UNENJOYABLE	1 : 2 : 3 : 4 : 5	ENJOYABLE
c.	DISLIKE	1 : 2 : 3 : 4 : 5	LIKE
d.	BENEFICIAL	1 : 2 : 3 : 4 : 5	HARMFUL
e.	UNFAVORABLE	1 : 2 : 3 : 4 : 5	FAVORABLE
f.	UNREWARDING	1 : 2 : 3 : 4 : 5	REWARDING
g.	PLEASANT	1 : 2 : 3 : 4 : 5	UNPLEASANT
h.	BAD	1 : 2 : 3 : 4 : 5	GOOD

NOW CIRCLE THE ONE NUMBER BETWEEN EACH PAIR OF WORDS THAT BEST DESCRIBES HOW YOU FEEL ABOUT YOUR GETTING A FULL-TIME JOB WITHIN THE NEXT YEAR.

Q-39

a.	UNENJOYABLE	1 : 2 : 3 : 4 : 5	ENJOYABLE
b.	BENEFICIAL	1 : 2 : 3 : 4 : 5	HARMFUL
c.	UNPLEASANT	1 : 2 : 3 : 4 : 5	PLEASANT
d.	UNFAVORABLE	1 : 2 : 3 : 4 : 5	FAVORABLE
e.	GOOD	1 : 2 : 3 : 4 : 5	BAD
f.	DISAGREEABLE	1 : 2 : 3 : 4 : 5	AGREEABLE
g.	UNREWARDING	1 : 2 : 3 : 4 : 5	REWARDING
h.	LIKE	1 : 2 : 3 : 4 : 5	DISLIKE

IN THIS SECTION, WE ARE GOING TO ASK YOU ABOUT THE OPINIONS OF OTHER PEOPLE WHO MAY BE IMPORTANT IN YOUR LIFE. (PLEASE CIRCLE THE NUMBER THAT MATCHES YOUR ANSWER.)

		Very good idea	Good idea	Neither good nor bad idea	Bad idea	Very bad idea	No contact with this person	Haven't discussed it with them
Q-40	How do the following people feel about you getting a full-time job by Fall, 1988?							
	My close friends	1	2	3	4	5	7	8
	My spouse/girlfriend/boyfriend	1	2	3	4	5	7	8
	My parents	1	2	3	4	5	7	8
Q-41	How do the following people feel about you enrolling in college or technical school by Fall, 1988?							
	My close friends	1	2	3	4	5	7	8
	My spouse/girlfriend/boyfriend	1	2	3	4	5	7	8
	My parents	1	2	3	4	5	7	8
Q-42	How do the following people feel about you enlisting in the Army by Fall, 1988?							
	My close friends	1	2	3	4	5	7	8
	My spouse/girlfriend/boyfriend	1	2	3	4	5	7	8
	My parents	1	2	3	4	5	7	8

PLEASE CIRCLE THE ONE NUMBER THAT BEST DESCRIBES YOUR OPINION.

Q-43	Generally speaking, I want to do what my close friends think I should do.	NOT AT ALL	1 : 2 : 3 : 4 : 5	VERY MUCH
Q-44	Generally speaking, I want to do what my spouse/ girlfriend/boyfriend thinks I should do.	NOT AT ALL	1 : 2 : 3 : 4 : 5	VERY MUCH
Q-45	Generally speaking, I want to do what my parents think I should do.	NOT AT ALL	1 : 2 : 3 : 4 : 5	VERY MUCH
Q-46	Most of the people who are important to me think I...	SHOULD NOT	1 : 2 : 3 : 4 : 5 enlist in the Army by Fall, 1988.	SHOULD
Q-47	Most of the people who are important to me think I...	SHOULD NOT	1 : 2 : 3 : 4 : 5 enroll in college or technical school by Fall, 1988.	SHOULD
Q-48	Most of the people who are important to me think I...	SHOULD NOT	1 : 2 : 3 : 4 : 5 get a full-time job by Fall, 1988.	SHOULD

WE WOULD NOW LIKE TO ASK YOU ABOUT YOUR PLANS FOR THE NEAR FUTURE. BY FALL, 1988, WHAT DO YOU THINK YOU MIGHT BE DOING?

		Definitely	Probably	Probably not	Definitely not
Q-49	I intend to have a full-time job by Fall, 1988.	1	2	3	4
Q-50	I intend to enroll in college or technical school by Fall, 1988.	1	2	3	4
Q-51	I intend to enlist in the Army by Fall, 1988.	1	2	3	4

Q-52 If you intend to be doing something other than what is listed above, please tell us what that is.

THE NEXT SET OF QUESTIONS ASKS YOU ABOUT YOUR CAREER PLANS.

Q-53 Have you seriously considered enlisting in the military? **(PLEASE CIRCLE THE NUMBER OF YOUR ANSWER.)**

1 Yes
2 No → **IF NO, SKIP TO Q-55**

Q-54A In which services have you considered enlisting? **(CIRCLE ALL THAT APPLY.)**

1 Army
2 Navy
3 Air Force
4 Marines
5 Coast Guard

Q-54B Have you considered:

1 Full-time service - Active Duty
2 Part-time service in a Reserve unit
3 Part-time service in the National Guard

Q-55 Have you discussed this with anyone? **(CIRCLE ALL THAT APPLY.)**

1 No
2 Yes, Family
3 Yes, Military recruiters
4 Yes, Friends
5 Yes, Others (Please specify) _____

Q-56 Did you take the Armed Services Vocational Aptitude Battery (ASVAB) in high school?

1 Yes
2 No
3 Don't Know

Q-57 Have you responded to any Army ads by calling an 800 number or mailing in a coupon for more information?

1 Yes
2 No

Q-58 Have you spoken with an Army recruiter about enlisting?

1 Yes
2 No → **IF YOU HAVE NOT SPOKEN TO AN ARMY RECRUITER, SKIP AHEAD TO Q-64**

Q-59 How did you have your first contact with an Army recruiter? **(CIRCLE ONE NUMBER.)**

1 An Army recruiter contacted me first.
2 I contacted an Army recruiter on my own.
3 I was with a friend while s/he was meeting with a recruiter.
4 I contacted an Army recruiter on the advice of another service recruiter.
5 I contacted an Army recruiter on the advice of a U.S. Army Reserve or National Guard unit or member.

Q-60 Where did you first talk with an Army recruiter? **(CIRCLE ONE NUMBER.)**

1 Talked by phone
2 Talked at a recruiting station
3 Talked at a job fair
4 Talked at school
5 Talked at an Army reserve unit
6 Other (Please specify)_____

Q-61 Have you gone to MEPS (Military Examination Process Station)?

1 Yes
2 No

Q-62 Have you signed an Army enlistment contract?

1 Yes
2 No → **IF YOU HAVE NOT SIGNED AN ARMY ENLISTMENT CONTRACT, SKIP AHEAD TO Q-64**

Q-63 If YES, when did you sign it?

_____ _____
MONTH YEAR

Q-63B What is your current Army status?

1 Currently in the Army
2 Waiting to go on Active Duty for Basic (entry) Training
3 Neither of these; I've cancelled my contract

Q-64 Have you considered enrolling in college or technical school?

1 Yes
2 No
3 Presently enrolled full-time → SKIP TO Q-72

Q-65 Have you discussed this with anyone? (PLEASE CIRCLE ALL THAT APPLY.)

1 No
2 Yes, Family
3 Yes, Friends
4 Yes, Others (Please specify)_____

Q-66 Have you written or asked for college or technical school applications?

1 Yes
2 No

Q-67 Do you intend to take a Reserve Officer Training Course (ROTC) at college?

1 Definitely
2 Probably
3 Probably not
4 Definitely not

Q-68 Have you taken any tests (SAT, ACT, etc.) required for enrollment?

1 Yes
2 No

Q-69 Have you formally applied for enrollment?

1 Yes
2 No → IF NO, SKIP TO Q-72

Q-70 Have you been accepted by any of the colleges or schools you've applied to?

1 Yes
2 No

Q-71A Have you decided to enroll?

1 YES, I have decided to enroll
2 NO, I have decided not to enroll
3 I have not decided yet

Q-71B If YES or NO, when did you make this decision?

_____ _____
MONTH YEAR

Q-72 Have you considered looking for a full-time job?

1 Yes
2 No
3 Presently employed full-time → SKIP TO Q-80

Q-73 Have you discussed this with anyone? (PLEASE CIRCLE ALL THAT APPLY.)

1 No
2 Yes, Family
3 Yes, Friends
4 Yes, Others (Please specify)_____

Q-74 Have you asked for any job applications?

1 Yes
2 No

Q-75 Have you formally applied for a full-time job?

1 Yes
2 No

Q-76 Have you been interviewed for a full-time job?

1 Yes
2 No

Q-77 Have you been offered a full-time job?

1 Yes
2 No → IF NO, SKIP TO Q-80

Q-78 Have you decided to accept the full-time job offer?

1 YES, I have decided to accept
2 NO, I have decided not to accept
3 I have not decided yet

Q-79 If YES or NO, when did you make your most recent decision?

_____ _____
MONTH YEAR

This is the only reason that would make me consider enlisting

Very important
Somewhat important
Not at all important

Q-80 If you were to consider enlisting in the Army, how important would each of the following incentives be to you? **(PLEASE CIRCLE THE NUMBER OF YOUR ANSWER.)**

a. Guaranteed assignment to a job in the specific geographic location of your choice.	1	2	3	4
b. Starting salary of $590 per month.	1	2	3	4
c. A cash enlistment bonus of between $2000 and $8000 depending on the specific Army job you sign up for.	1	2	3	4
d. A short enlistment tour (2 year commitment).	1	2	3	4
e. Free medical and dental care.	1	2	3	4
f. Retirement benefits.	1	2	3	4
g. Financial assistance for continuing education (college or vocational/ technical).	1	2	3	4

Would by itself keep me from enlisting

Very important
Somewhat important
Not at all important

Q-81 Listed below are some reasons why people choose NOT to enlist in the Army. Again, if you were to consider enlisting in the Army, please indicate how important these reasons are to you.

a. I'd have extended separations from my family.	1	2	3	4
b. I don't like taking orders.	1	2	3	4
c. I'd make less money than I would if I were a civilian.	1	2	3	4
d. I don't want to be a soldier.	1	2	3	4
e. People in the Army aren't respected.	1	2	3	4
f. Military service would be a waste of time for me.	1	2	3	4
g. People aren't treated fairly in the Army.	1	2	3	4
h. The Army has too many rules and regulations.	1	2	3	4
i. I don't like Army uniforms.	1	2	3	4
j. I don't believe the Army will live up to what it promises in the ads I see on TV.	1	2	3	4
k. Army recruiters cannot be trusted.	1	2	3	4
l. Risk of being killed.	1	2	3	4
m. Basic training is too tough.	1	2	3	4

Q-82 ON THIS PAGE AND THE NEXT PAGE, YOU WILL FIND THREE LISTS OF NINE JOBS. FOR EACH LIST OF NINE JOBS, FIRST READ ALL THE DESCRIPTIONS OF THE JOBS, THEN RANK THE JOBS 1 TO 9. MARK THE JOB YOU WOULD WANT THE MOST WITH A "1", THE JOB YOU WOULD WANT SECOND MOST WITH A "2", AND SO ON. KEEP MARKING WITH A HIGHER NUMBER UNTIL YOU GET TO THE JOB YOU WOULD WANT THE LEAST, WHICH YOU SHOULD MARK WITH A "9".

EXAMPLE

Job		
1	Starting salary is minimum wage Skill training is not at all useful No opportunity for career advancement You are dissatisfied with the job	RANK (1-9) 3
2	Starting salary is minimum wage Skill training is somewhat useful Great opportunity for career advancement You are very satisfied with the job	RANK (1-9) 1
3	Starting salary is minimum wage Skill training is very useful Some opportunity for career advancement You are somewhat satisfied with the job	RANK (1-9) 2

LIST 1

Job		
1	Starting salary is minimum wage Skill training is not at all useful No opportunity for career advancement You are dissatisfied with the job	RANK (1-9) ____
2	Starting salary is minimum wage Skill training is somewhat useful Great opportunity for career advancement You are very satisfied with the job	RANK (1-9) ____
3	Starting salary is minimum wage Skill training is very useful Some opportunity for career advancement You are somewhat satisfied with the job	RANK (1-9) ____
4	Starting salary is more than minimum wage Skill training is not at all useful Great opportunity for career advancement You are very satisfied with the job	RANK (1-9) ____
5	Starting salary is more than minimum wage Skill training is somewhat useful Some opportunity for career advancement You are somewhat satisfied with the job	RANK (1-9) ____
6	Starting salary is much more than minimum wage Skill training is very useful No opportunity for career advancement You are dissatisfied with the job	RANK (1-9) ____
7	Starting salary is much more than minimum wage Skill training is not at all useful Some opportunity for career advancement You are somewhat satisfied with the job	RANK (1-9) ____
8	Starting salary is much more than minimum wage Skill training is somewhat useful No opportunity for career advancement You are dissatisfied with the job	RANK (1-9) ____
9	Starting salary is much more than minimum wage Skill training is very useful Great opportunity for career advancement You are very satisfied with the job	RANK (1-9) ____

LIST 2

Job		
1	Starting salary is minimum wage Skill training is not at all useful Great opportunity for career advancement You are somewhat satisfied with the job	RANK (1-9) ____
2	Starting salary is minimum wage Skill training is somewhat useful Some opportunity for career advancement You are dissatisfied with the job	RANK (1-9) ____
3	Starting salary is minimum wage Skill training is very useful No opportunity for career advancement You are very satisfied with the job	RANK (1-9) ____
4	Starting salary is more than minimum wage Skill training is not at all useful Some opportunity for career advancement You are dissatisfied with the job	RANK (1-9) ____
5	Starting salary is more than minimum wage Skill training is somewhat useful No opportunity for career advancement You are very satisfied with the job	RANK (1-9) ____
6	Starting salary is much more than minimum wage Skill training is very useful Great opportunity for career advancement You are somewhat satisfied with the job	RANK (1-9) ____
7	Starting salary is much more than minimum wage Skill training is not at all useful No opportunity for career advancement You are very satisfied with the job	RANK (1-9) ____
8	Starting salary is much more than minimum wage Skill training is somewhat useful Great opportunity for career advancement You are somewhat satisfied with the job	RANK (1-9) ____
9	Starting salary is much more than minimum wage Skill training is very useful Some opportunity for career advancement You are dissatisfied with the job	RANK (1-9) ____

LIST 3

Job		
1	Starting salary is minimum wage Skill training is not at all useful Some opportunity for career advancement You are very satisfied with the job	RANK (1-9) ____
2	Starting salary is minimum wage Skill training is somewhat useful No opportunity for career advancement You are somewhat satisfied with the job	RANK (1-9) ____
3	Starting salary is minimum wage Skill training is very useful Great opportunity for career advancement You are dissatisfied with the job	RANK (1-9) ____
4	Starting salary is more than minimum wage Skill training is not at all useful No opportunity for career advancement You are somewhat satisfied with the job	RANK (1-9) ____
5	Starting salary is more than minimum wage Skill training is somewhat useful Great opportunity for career advancement You are dissatisfied with the job	RANK (1-9) ____
6	Starting salary is much more than minimum wage Skill training is very useful Some opportunity for career advancement You are very satisfied with the job	RANK (1-9) ____
7	Starting salary is much more than minimum wage Skill training is not at all useful Great opportunity for career advancement You are dissatisfied with the job	RANK (1-9) ____
8	Starting salary is much more than minimum wage Skill training is somewhat useful Some opportunity for career advancement You are very satisfied with the job	RANK (1-9) ____
9	Starting salary is much more than minimum wage Skill training is very useful No opportunity for career advancement You are somewhat satisfied with the job	RANK (1-9) ____

Q-83 ON THIS PAGE AND THE NEXT PAGE, WE WILL ASK YOU TO DO A SIMILAR TASK. INSTEAD OF JOBS, WE WILL NOW ASK YOU TO RANK ENLISTMENT PACKAGES THE ARMY MIGHT OFFER. THE PACKAGES ARE MADE UP OF A STARTING SALARY, A CERTAIN LEVEL OF SKILL TRAINING, AND A CERTAIN AMOUNT OF MONEY FOR SCHOOL AFTER COMPLETING ARMY SERVICE. IN ADDITION, WE HAVE ADDED TO THE PACKAGE OPPORTUNITIES FOR CAREER ADVANCEMENT IN THE ARMY.

FOR EACH LIST OF NINE PACKAGES, FIRST READ ALL THE DESCRIPTIONS. THEN RANK THE ARMY ENLISTMENT PACKAGES 1 TO 9. MARK THE PACKAGE YOU WOULD WANT THE MOST WITH A "1", THE PACKAGE YOU WOULD WANT SECOND MOST WITH A "2" AND SO ON. KEEP MARKING WITH A HIGHER NUMBER UNTIL YOU GET TO THE PACKAGE YOU WOULD WANT THE LEAST, WHICH YOU SHOULD MARK WITH A "9".

LIST 1

Package		
1	Army starting salary is minimum wage Skill training is not at all useful No opportunity for career advancement in the Army No money offered for college expenses	RANK (1-9) ____
2	Army starting salary is minimum wage Skill training is somewhat useful Great opportunity for career advancement in the Army All of college expenses paid	RANK (1-9) ____
3	Army starting salary is minimum wage Skill training is very useful Some opportunity for career advancement in the Army Half of college expenses paid	RANK (1-9) ____
4	Army starting salary is more than minimum wage Skill training is not at all useful Great opportunity for career advancement in the Army All of college expenses paid	RANK (1-9) ____
5	Army starting salary is more than minimum wage Skill training is somewhat useful Some opportunity for career advancement in the Army Half of college expenses paid	RANK (1-9) ____
6	Army starting salary is much more than minimum wage Skill training is very useful No opportunity for career advancement in the Army No money offered for college expenses	RANK (1-9) ____
7	Army starting salary is much more than minimum wage Skill training is not at all useful Some opportunity for career advancement in the Army Half of college expenses paid	RANK (1-9) ____
8	Army starting salary is much more than minimum wage Skill training is somewhat useful No opportunity for career advancement in the Army No money offered for college expenses	RANK (1-9) ____
9	Army starting salary is much more than minimum wage Skill training is very useful Great opportunity for career advancement in the Army All of college expenses paid	RANK (1-9) ____

LIST 2

Package		
1	Army starting salary is minimum wage Skill training is not at all useful Great opportunity for career advancement in the Army Half of college expenses paid	RANK (1-9) ____
2	Army starting salary is minimum wage Skill training is somewhat useful Some opportunity for career advancement in the Army No money offered for college expenses	RANK (1-9) ____
3	Army starting salary is minimum wage Skill training is very useful No opportunity for career advancement in the Army All of college expenses paid	RANK (1-9) ____
4	Army starting salary is more than minimum wage Skill training is not at all useful Some opportunity for career advancement in the Army No money offered for college expenses	RANK (1-9) ____
5	Army starting salary is more than minimum wage Skill training is somewhat useful No opportunity for career advancement in the Army All of college expenses paid	RANK (1-9) ____
6	Army starting salary is much more than minimum wage Skill training is very useful Great opportunity for career advancement in the Army Half of college expenses paid	RANK (1-9) ____
7	Army starting salary is much more than minimum wage Skill training is not at all useful No opportunity for career advancement in the Army All of college expenses paid	RANK (1-9) ____
8	Army starting salary is much more than minimum wage Skill training is somewhat useful Great opportunity for career advancement in the Army Half of college expenses paid	RANK (1-9) ____
9	Army starting salary is much more than minimum wage Skill training is very useful Some opportunity for career advancement in the Army No money offered for college expenses	RANK (1-9) ____

LIST 3

Package		
1	Army starting salary is minimum wage Skill training is not at all useful Some opportunity for career advancement in the Army All of college expenses paid	RANK (1-9) ____
2	Army starting salary is minimum wage Skill training is somewhat useful No opportunity for career advancement in the Army Half of college expenses paid	RANK (1-9) ____
3	Army starting salary is minimum wage Skill training is very useful Great opportunity for career advancement in the Army No money offered for college expenses	RANK (1-9) ____
4	Army starting salary is more than minimum wage Skill training is not at all useful No opportunity for career advancement in the Army Half of college expenses paid	RANK (1-9) ____
5	Army starting salary is more than minimum wage Skill training is somewhat useful Great opportunity for career advancement in the Army No money offered for college expenses	RANK (1-9) ____
6	Army starting salary is more than minimum wage Skill training is very useful Some opportunity for career advancement in the Army All of college expenses paid	RANK (1-9) ____
7	Army starting salary is much more than minimum wage Skill training is not at all useful Great opportunity for career advancement in the Army No money offered for college expenses	RANK (1-9) ____
8	Army starting salary is much more than minimum wage Skill training is somewhat useful Some opportunity for career advancement in the Army All of college expenses paid	RANK (1-9) ____
9	Army starting salary is much more than minimum wage Skill training is very useful No opportunity for career advancement in the Army Half of college expenses paid	RANK (1-9) ____

Q-84 IN THIS LAST QUESTION YOU WILL FIND THREE LISTS OF DIFFERENT SITUATIONS YOU MIGHT ENCOUNTER IN COLLEGE OR VOCATIONAL TRAINING. FOR EACH LIST OF NINE SITUATIONS, FIRST READ ALL THE DESCRIPTIONS, THEN RANK THE SITUATIONS 1 TO 9. MARK THE SITUATION YOU WOULD WANT THE MOST WITH A "1", THE SITUATION YOU WOULD WANT SECOND MOST WITH A "2", AND SO ON. KEEP MARKING WITH A HIGHER NUMBER UNTIL YOU GET TO THE SITUATION YOU WOULD WANT THE LEAST, WHICH YOU SHOULD MARK WITH A "9".

LIST 1

Situation

1	No expenses paid to attend school Skills attained at school are not at all useful After-school salary will be minimum wage No opportunity for future career advancement	RANK (1-9) ____
2	No expenses paid to attend school Skills attained at school are somewhat useful After-school salary will be much more than minimum wage Great opportunity for future career advancement	RANK (1-9) ____
3	No expenses paid to attend school Skills attained at school are very useful After-school salary will be more than minimum wage Some opportunity for future career advancement	RANK (1-9) ____
4	Some expenses paid to attend school Skills attained at school are not at all useful After-school salary will be much more than minimum wage Great opportunity for future career advancement	RANK (1-9) ____
5	Some expenses paid to attend school Skills attained at school are somewhat useful After-school salary will be more than minimum wage Some opportunity for future career advancement	RANK (1-9) ____
6	All expenses paid to attend school Skills attained at school are very useful After-school salary will be minimum wage No opportunity for future career advancement	RANK (1-9) ____
7	All expenses paid to attend school Skills attained at school are not at all useful After-school salary will be more than minimum wage Some opportunity for future career advancement	RANK (1-9) ____
8	All expenses paid to attend school Skills attained at school are somewhat useful After-school salary will be minimum wage No opportunity for future career advancement	RANK (1-9) ____
9	All expenses paid to attend school Skills attained at school are very useful After-school salary will be much more than minimum wage Great opportunity for future career advancement	RANK (1-9) ____

LIST 2

Situation

1	No expenses paid to attend school Skills attained at school are not at all useful After-school salary will be much more than minimum wage Some opportunity for future career advancement	RANK (1-9) ____
2	No expenses paid to attend school Skills attained at school are somewhat useful After-school salary will be more than minimum wage No opportunity for future career advancement	RANK (1-9) ____
3	No expenses paid to attend school Skills attained at school are very useful After-school salary will be minimum wage Great opportunity for future career advancement	RANK (1-9) ____
4	Some expenses paid to attend school Skills attained at school are not at all useful After-school salary will be more than minimum wage No opportunity for future career advancement	RANK (1-9) ____
5	Some expenses paid to attend school Skills attained at school are somewhat useful After-school salary will be minimum wage Great opportunity for future career advancement	RANK (1-9) ____
6	Some expenses paid to attend school Skills attained at school are very useful After-school salary will be much more than minimum wage Some opportunity for future career advancement	RANK (1-9) ____
7	All expenses paid to attend school Skills attained at school are not at all useful After-school salary will be minimum wage Great opportunity for future career advancement	RANK (1-9) ____
8	All expenses paid to attend school Skills attained at school are somewhat useful After-school salary will be much more than minimum wage Some opportunity for future career advancement	RANK (1-9) ____
9	All expenses paid to attend school Skills attained at school are very useful After-school salary will be more than minimum wage No opportunity for future career advancement	RANK (1-9) ____

LIST 3

Situation

1	No expenses paid to attend school Skills attained at school are not at all useful After-school salary will be more than minimum wage Great opportunity for future career advancement	RANK (1-9) ____
2	No expenses paid to attend school Skills attained at school are somewhat useful After-school salary will be minimum wage Some opportunity for future career advancement	RANK (1-9) ____
3	No expenses paid to attend school Skills attained at school are very useful After-school salary will be much more than minimum wage No opportunity for future career advancement	RANK (1-9) ____
4	Some expenses paid to attend school Skills attained at school are not at all useful After-school salary will be minimum wage Some opportunity for future career advancement	RANK (1-9) ____
5	Some expenses paid to attend school Skills attained at school are somewhat useful After-school salary will be much more than minimum wage No opportunity for future career advancement	RANK (1-9) ____
6	Some expenses paid to attend school Skills attained at school are very useful After-school salary will be more than minimum wage Great opportunity for future career advancement	RANK (1-9) ____
7	All expenses paid to attend school Skills attained at school are not at all useful After-school salary will be much more than minimum wage No opportunity for future career advancement	RANK (1-9) ____
8	All expenses paid to attend school Skills attained at school are somewhat useful After-school salary will be more than minimum wage Great opportunity for future career advancement	RANK (1-9) ____
9	All expenses paid to attend school Skills attained at school are very useful After-school salary will be minimum wage Some opportunity for future career advancement	RANK (1-9) ____

FINALLY, WE WOULD LIKE TO ASK SOME QUESTIONS ABOUT YOU.

Q-85 How old are you?

|____|____| years

Q-86 Your sex? **(CIRCLE ONE NUMBER.)**

1 Male
2 Female

Q-87 Please tell us whether you are:

1 White
2 Black
3 Asian or Pacific Islander
4 American Indian or Alaskan Native
5 Other (specify)_____

Q-88 Are you Hispanic?

1 Yes
2 No
3 Don't Know

Q-89 Are you currently in school?

1 Yes
2 No — **IF NO, SKIP TO Q-91**

Q-90 What grade are you in? **(CIRCLE ONE NUMBER.)**

1 High School Junior
2 High School Senior
3 1st Yr College/Vocational Technical
4 2nd Yr College/Vocational Technical
5 Other (specify)_____

Q-91 What is the highest grade you completed? **(CIRCLE ONE NUMBER.)**

1 Less than High School Junior
2 High School Junior
3 High School Senior
4 1st Yr College/Vocational Technical
5 2nd Yr College/Vocational Technical
6 Other (specify)_____

Q-92 If you have graduated from high school, please specify what kind of diploma you have. **(CIRCLE ONE NUMBER.)**

1 Regular high school diploma
2 GED (General Educational Development)
3 ABE (Adult Basic Education Certificate, from correspondence or night school)
4 Some other kind of certificate
5 Not applicable

Q-93 Do you have a job now?

1 Yes
2 No — **IF NO, SKIP TO Q-95**

Q-94 How many hours a week do you usually work for pay?

1 1-15 hours
2 16-25 hours
3 26-35 hours
4 36+ hours

Q-95 Are you looking for work now?

1 Yes
2 No

Q-96 How easy or difficult would it be for you to get a full-time job in the area where you live?

1 Not difficult at all
2 Somewhat difficult
3 Very difficult
4 Almost impossible
5 I don't know

Q-97 To whom would you most likely go to seek information about a career or job selection? **(CIRCLE ALL THAT APPLY.)**

1 My father (stepfather)
2 My mother (stepmother)
3 Brothers/sisters (stepbrothers/stepsisters)
4 Friends at school or in my neighborhood
5 Girlfriend/boyfriend/spouse
6 Teacher(s)
7 School guidance/career counselors
8 Military recruiters
9 Others (specify)_____
10 No one but myself

Q-98 Besides yourself, who are you likely to see for help in deciding about a job or a career? **(CIRCLE ALL THAT APPLY.)**

1 My father (stepfather)
2 My mother (stepmother)
3 Brothers/sisters (stepbrothers/stepsisters)
4 Friends at school or in my neighborhood
5 Girlfriend/boyfriend/spouse
6 Teacher(s)
7 School guidance/career counselors
8 Military recruiters
9 Others (specify)_____
10 No one but myself

Q-99 What grades do/did you usually get in high school? **(CIRCLE THE NUMBER OF YOUR ANSWER.)**

1 Mostly A's (A numerical average of 90-100)
2 Mostly A's and B's (85-89)
3 Mostly B's (80-84)
4 Mostly B's and C's (75-79)
5 Mostly C's (70-74)
6 Mostly C's and D's (65-69)
7 Mostly D's and F's (64 and below)

Q-100 Below is a list of high school mathematics and technical courses. For each course listed below, please indicate whether you are currently taking it or whether you have already passed it.
(CIRCLE THE NUMBER OF YOUR ANSWER.)

a. Elementary algebra:
1 Currently taking this course
2 Have taken and passed this course
3 Neither

b. Plane geometry:
1 Currently taking this course
2 Have taken and passed this course
3 Neither

c. Business math:
1 Currently taking this course
2 Have taken and passed this course
3 Neither

d. Computer science:
1 Currently taking this course
2 Have taken and passed this course
3 Neither

e. Intermediate algebra:
1 Currently taking this course
2 Have taken and passed this course
3 Neither

f. Trigonometry:
1 Currently taking this course
2 Have taken and passed this course
3 Neither

g. Calculus:
1 Currently taking this course
2 Have taken and passed this course
3 Neither

h. Physics:
1 Currently taking this course
2 Have taken and passed this course
3 Neither

Q-101 **PLEASE PROVIDE YOUR SOCIAL SECURITY NUMBER BELOW.** We would like to know how many of the people who complete these surveys eventually <u>do</u> enlist in the Army. Social security numbers will only be used to find out in the future which surveys were completed by people who enlist, and which surveys were completed by people who do not enlist. Your answers are voluntary and confidential. They will never be made known to anyone in the military. This will help us to understand what job preferences are related to whether or not people enlist in the military.

This use of Social Security Numbers is authorized by Executive Order 9397.

/__/__/__/ - /__/__/ - /__/__/__/__/

THIS COMPLETES THE QUESTIONNAIRE. PLEASE LOOK OVER YOUR ANSWERS TO BE SURE YOU HAVE NOT OMITTED ANY QUESTIONS THAT APPLIED TO YOU. MAIL THE QUESTIONNAIRE IN THE ENCLOSED POSTAGE-PAID ENVELOPE.

THANK YOU FOR YOUR COOPERATION AND ASSISTANCE.